

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DRAFT - PENDING SUPERINTENDENT APPROVAL**

**DBN: (i.e. 01M001):**

**75X469**

**School Name:**

**THE BRONX SCHOOL FOR CONTINUOUS LEARNERS**

**Principal:**

**MS. JANINE TUBIOLO**

## Comprehensive Educational Plan Outline

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## Section 1: School Information Page

### School Information

School Level: Early Childhood (K-2\_ School Number (DBN): 75X469  
School Type: District 75/Special Education Grades Served: K, 1, 2  
School Address: 3177 WEBSTER AVENUE BRONX NY 10467  
Phone Number: 718-696-6440 Fax: 718-696-6441  
School Contact Person: MS. JANINE TUBIOLO Email Address: JTUBIOLO@SCHOOLS.NYC.GOV  
Principal: JANINE TUBIOLO  
UFT Chapter Leader: MICHAEL GREENE  
Parents' Association President: SANDY SAHADEO  
SLT Chairperson: JOSE ISAAC  
Student Representative(s): n/a (early childhood)

### District Information

District: 75 Superintendent: GARY HECHT  
Superintendent's Office Address: 400 FIRST AVENUE  
Superintendent's Email Address: GHECHT@SCHOOLS.NYC.GOV  
Phone Number: 212-802-1500 Fax: 212-802-1678

### Cluster and Network Information

Cluster Number: 751 Cluster Leader: ADRIENNE EDELSTEIN  
Network Number: 1 Network Leader: ADRIENNE EDELSTEIN

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JANINETUBIOLO	*Principal or Designee	
MICHAEL GREENE	*UFT Chapter Leader or Designee	
SANDY SAHADEO	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
CANDICE RIVERA	Member/ Parent	
NICOLA STEWART	Member/ Parent	
MIMUNA BARRIE	Member/ Parent	
JEANETTE CASTRO	Member/ Parent	
JUNE JONES	Member/ Parent	
ANNETTE VELEZ	Member/ UFT	
JOSE ISAAC	Member/UFT	
CHRSTINA KHAREM	Member/ UFT	
DANIELLE SHAPIRO-NUSSEN	Member/ UFT	
NANCY ISAAC	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and CEP Development**

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
4.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
5.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
6.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
7.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
8.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
9.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

**Opening in September 2014 with 128 Early Childhood children (108 Turning Five/Kindergarteners, 15 First Graders and 3 Second Graders) in self-contained special education learning environments (6:1:1, 8:1:1 and 12:1:1) across three, co-located sites, The Bronx School for Continuous Learners (P469X) is building our home where children and their families feel understood, secure and supported as our children achieve learning readiness and beyond, successfully entering, over time, the most appropriate least restrictive learning environments possible!** Our school vision is "Leading and Educating By Knowing, Doing and Being!" and to achieve our vision at P469X, we believe in "finding success in every person, every day in some way!" through our school mantra, L.E.A.D.: Learn to Earn, Expect Success, Always Try Your Best, Don't Give Up!

*En P469X, todos nos **L.E.A.D.** por ejemplo, "Alcanzar el éxito en cada persona, cada día, de alguna manera":  
**L** ~ Aprender a ganar **E** ~ Esperamos el éxito todos los días **A** ~ Siempre intente su mejor **D** ~ No se dé por vencido!*

### **Unique, Important Characteristics About Our School Community:**

- P469X is multi-sited, and is co-located in community school buildings within Districts 7, 9 and 10.
- Our school community is beginning as a K-2 school, and over time, will expand into a K-5 school community;
- Our administrative cabinet consists of members who value and model highly effective instructional practices and meaningful professional learning experiences for all stakeholders;
- Seven, core values and correlating guiding principles are embedded into our new school's foundation, outlining our fundamental beliefs that reflect our character as a school community and establish our instructional, behavioral, environmental and professional expectations: 1. "Consistency, Clarity and Cohesion", 2. "Purposeful Professional Learning" 3. "Access and Equity to Curricula for our Children's Unique Needs", 4. "Positive Behavioral Supports Aligned with Social Emotional Learning Principles", 5. "Promoting and Valuing Meaningful Parent and Family Involvement", 6. "Integrated Approach to Related Services", 7. "Enhancing Co-Location and Community Partnerships"
- Promote for teaching, learning and development of the whole child in alignment with the five domains of early learning,

### **Strategic Collaborations, Partnerships and Special Initiatives Being Implemented:**

Although P469X's doors have been open for less than one year, they have been filled with smiles on our families and children's faces, daily celebrations of staff and student successes and milestones, and several overall including being selected for/as:

1. The first NYCDOE school to pilot BrightStart, an early literacy program, in partnership with Nemours and Kaplan;
2. The Office of School Design's Community School's Initiative – New Schools Pilot;
3. Receiving a \$15,000 Arts Grant for ELLs and Students with Disabilities in partnership with Arts Horizon;
4. One of two schools selected for a United States Department of Education collaborative partnership grant with the Urban Arts Partnership and District 75;
5. Early Literacy Pilot, Estrellita, by the Office of ELLs and Students with Disabilities;
6. Integrating ESL into the Arts through Art Literacy for Early Learners
7. Utilization of skill-based and play-based centers that function to enrich, extend or remediate skills and strategies that have been taught in the classroom to target and elicit 1:1 responses to intervention for each child
8. Selected as one of "The Chancellor's 40 Initiative" to begin a Dual Language Program for the 2015-2016 school year, receiving a \$25,000 Grant for implementation.
9. Selected as a grant recipient to expand our Transitional Bilingual Program for the 2015-2016 school year;
10. School-wide Get Ready to Learn yoga pilot program;
11. Creation of "Spring Time Sports", including our very own P469X Soccer and Baseball Teams for our

early learners!

**New School Strengths, Accomplishments and Challenges:**

Our strengths and accomplishments currently lie within the following areas:

1. Our consistent implementation of routines, rituals and procedures embedded within our transitions and instructional flows of the day across all three of our sites;
2. Our implementation of developmentally and age appropriate research-based instructional practices tailored to the individual needs of our children without sacrificing the integrity of the skill or standard at hand;
3. Our school wide, classroom level and individualized positive behavior supports systems embedded into our daily repertoires of teaching, learning and development;
4. Our school culture and community building not only within P469X, but also with our co-located school communities.
5. Our collaborative partnerships with our co-located school communities and community based organizations
6. Our selection to begin a Dual Language program and expand our Transitional Bilingual program for the 2015-2016 school year

Our challenges currently lie within the following areas:

1. Low, inconsistent parent involvement at school wide /site wide events
2. Inadequate physical space and/or lack of space within our site facilities across our three sites, presenting obstacles for us to truly carry out our school vision, mission and intended outcomes to our maximum potential for our children with autism and/or intellectual disabilities in self-contained classroom learning environments. The lack of space prevents us from truly embedding community based organizations, agencies and clinics on site/on premises to enhance, reinforce and move forward the work that we do throughout the course of our days in order to teacher and develop the whole child.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Opening in September 2014 with 128 Turning 5 children in self-contained special education learning environments (6:1:1, 8:1:1 and 12:1:1) across three, co-located sites, The Bronx School for Continuous Learners (P469X) is committed to meeting and exceeding targeted, individualized student goals across all domains of early learning through the implementation of high quality CCLS-based instructional experiences with appropriate modifications without sacrificing the integrity of the standard and performance task at hand.**

Based on an analysis of our children’s Turning 5 Evaluations, September 2014 informal teacher observations and assessments, and the October 2014 baseline administration of WebABLLS-R (*Domains A – H*), it was determined that in order for the area of “Rigorous Instruction” to be meaningful and purposeful for our children, we need to focus on developing and embedding both learning readiness and school readiness areas into our learning experiences in alignment with the expectations and intended outcomes of content-area early learning instruction. Our focal points are:

1. Our approaches to learning readiness;
2. Focus and emphasis on teaching the whole child including all aspects of learning and development;
3. Articulating our expectations and sharing each child’s and school-wide progress across the five domains of early learning with families in a meaningful, understandable and purposeful manner;

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2014-2015 school year, 100% of our educators will continue to use data-based analyses to design and implement high quality CCLS-based, functional instructional experiences with appropriate modifications across all sites so that all students will demonstrate growth by at least 10% above baseline in Domains A-H (total), Early Literacy and Early Mathematics as evidenced by formative/summative assessments and student work samples.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
3. Strategies to increase parent involvement and engagement

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

4. Activities that address the Capacity Framework element of Trust			
<p><b>High Quality, Cohesive Instructional Experiences Across Sites:</b></p> <ul style="list-style-type: none"> <li>• <i>Strategic selection and use of meaningful and appropriate research-based comprehensive baseline assessment tool (WebABLLS) and CCS-aligned instructional programs (6:1:1 – Brightstart/Fundations and GoMath, 8:1:1 and 12:1:1 – Core Knowledge/Fundations and GoMath, Estrellita pilot in 6:1:1 bilingual Spanish class and ESL).</i></li> <li>• <i>Implementation of research-based CCLS-aligned curricula with appropriate pacing, modifications, and daily formative assessments that assess the instructional objective</i></li> <li>• <i>Ensuring fidelity and integrity of the implementation of the selected assessment and instructional programs through the use of curriculum maps and unit plans by all educators</i></li> </ul>	All self-contained classroom learning environments: 6:1:1 8:1:1 12:1:1 ESL	9/4/14-6/26/15	Classroom Teaching Teams (classroom teacher and paraprofessionals)  Instructional Coaches  Site Coordinators  School Leaders
<p><b>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</b></p> <ul style="list-style-type: none"> <li>• <i>Strategically designed schedules and program cards, embedding skills-based and play-based centers into our instructional program</i></li> <li>• <i>Utilization of skill-based and play-based centers that function to enrich, extend or remediate skills and strategies that have been taught in the classroom to target and elicit 1:1 responses to intervention for each child, incorporating Domains A-H from WebABLLS-R baseline assessment results and IEP goals/targets.</i></li> </ul>	All self-contained classroom learning environments: 6:1:1 8:1:1 12:1:1 ESL	9/4/14-6/26/15	Instructional Leads: Principal, Assistant Principal, School Based Coaches and Site Coordinators  Classroom Teaching Team Members  Related Services Providers
<p><b>Parents as Partners:</b></p> <ul style="list-style-type: none"> <li>• Repurposed workday on Tuesdays allows for Parent Engagement, providing time to invite parents in for workshops and trainings to learn about strategies they can use at home, reinforcing these elements as follows: Daily parent communication, weekly newsletters, open house, curriculum day, curriculum night, scholastic book fair, mystery readers.</li> <li>• Parent training to help parents work with their children on homework that is CCLS-aligned</li> </ul>	Families	9/4/14-6/26/15	Principal, Assistant Principal, School Based Coaches and Site Coordinators  Classroom Teaching Team Members  Related Services Providers
<p><b>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</b></p> <ul style="list-style-type: none"> <li>• Instructional cohesion across sites, common prep times, repurposed work day, inter-visitations, use of instructional coaching and modeling by all members of the school community.</li> <li>• Creating norms and protocols for repurposed work day and professional learning cycles, designing lessons that embed attainable, yet challenging learning goals for students, celebrating successes of students and staff consistently and regularly</li> <li>• Collaboration between teachers using the same instructional planning to ensure a wide variety of approaches are being used to instruct each skill</li> <li>• Supporting teaching teams as they implement instructional</li> </ul>	Key Stakeholders of Our School Community	9/4/14-6/26/15	Principal, Assistant Principal, School Based Coaches and Site Coordinators  Classroom Teaching Team Members  Related Services Providers

<p>programs and analyze student work during repurposed school days</p> <ul style="list-style-type: none"> <li>• Ensuring teachers are staying on pace/task with curriculum maps and program implementation so students increase their outcomes and gains.</li> <li>• Professional learning teams as communities where collaboration amongst teachers takes place to exchange ideas and resources on how to make modifications for students with unique learning needs without sacrificing the tasks at hand.</li> </ul>			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Administrative Cabinet, including School Leaders as instructional leaders, site coordinators and instructional coaches</li> <li>• Core Curriculum materials</li> <li>• Cohesive scheduling, embedding common preps for horizontal planning and professional, collegial conversations</li> <li>• Using repurposed work days for professional learning cycles</li> <li>• Professional development facilitated by school leaders, instructional coaches and publishing companies</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
<b>X</b>	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>• Recipient of a grant to partner with Arts Horizon</li> <li>• Receipt of a grant to partner with Urban Arts Partnership</li> <li>• Piloting BrightStart, with Kaplan providing professional development, kits, teachers guides, manipulatives and all implementation tools without cost</li> <li>• Selected to pilot Estrellita, with all costs for implementation and professional development covered</li> <li>• District 75 supports with providing the coverage of costs for Professional Development associated with BrightStart Pilot</li> </ul>									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
5.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
6.	Specify a timeframe for mid-point progress monitoring activities.			
1.	Mid-Point Benchmark: At least a 5% overall gain above baseline.			
2.	Timeframe for Mid-Point Progress: 02/20/15 (in alignment with the 2nd administration of WebABLLS).			
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
n/a				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Opening in September 2014 with 128 Turning 5 children in self-contained special education learning environments (6:1:1, 8:1:1 and 12:1:1) across three, co-located sites, The Bronx School for Continuous Learners (P469X) takes pride in creating, implementing and sustaining classroom learning environments and a school culture where students, and their families, feel safe, supported and understood by all members of the school community – This is embedded in our school vision and core values.**

Based on our expectations for new school culture building, an analysis of our children’s Turning 5 Evaluations and Individualized Education Plans (IEPS), it was determined that in order for the area of “Supportive Environments” to be meaningful and purposeful for our children, we need to:

1. Design and implement school wide, classroom level and individual systems for positive behavior supports;
2. Provide our children with consistent and appropriate routines, rituals and systems to drive their achievement levels in alignment with all domains of early learning;
3. Incorporate the fundamentals of Universal Design for Learning (UDL) into our repertoires of teaching, learning and development;
4. Educator and School Community member trainin

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2014-2015 school year, 100% of our educators will optimize student learning experiences and outcomes by implementing school-wide, classroom level and individualized positive behavior supports and social emotional learning systems (P469X STOP, LOOK and LISTEN) within safe, supportive and welcoming school and learning environments, so that all students will demonstrate an increase in time on task and a decrease in the presentation of off-task behaviors by at least 5% above baseline.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and engagement			

8. Activities that address the Capacity Framework element of Trust			
<b><u>High Quality, Cohesive Instructional Experiences Across Sites That Provide Equity and Access:</u></b> <ul style="list-style-type: none"> <li>Design and implement six week Social Emotional Learning Unit of Study to launch the school year</li> <li>Design and implementation of schoolwide PBIS/SEL system: "Stop...Look and Listen"</li> <li>Social Emotional Learning Class 8:1:1/12:1:1</li> </ul>	All Classes	9/2014-10/2015	Teaching Teams Instructional Leads
<b><u>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</u></b> <ul style="list-style-type: none"> <li>The use of contingency controlled behavior supports (ie Token Boards) to allow the student to receive immediate reinforcement for positive behavior/on task behaviors to increase the frequency of the positive behavior.</li> <li>Alignment with FBAs, BIPs and individual student goals, modifying items as needed based on the analysis of data</li> <li>Daily data tracking sheets and monthly behavior graphs</li> <li>Social stories used for at risk groups who are engaging in continuous, consistent off task and maladaptive behaviors</li> </ul>	All Classes	11/2014-6/2015	Teaching Teams Cluster Teachers Instructional Leads
<b><u>Parents as Partners:</u></b> <ul style="list-style-type: none"> <li>Daily communication</li> <li>Provide information and support to and for families in the area of social emotional learning</li> <li>Creating charts aligned with school wide plan to use in the home</li> <li>Parent trainings and support groups</li> </ul>	All Families	9/4/14-6/26/15	Principal, Assistant Principal, School Based Coaches and Site Coordinators  Classroom Teaching Team Members  Related Services Providers
<b><u>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</u></b> <ul style="list-style-type: none"> <li>Educator training</li> <li>TCIS Saturday Institutes</li> <li>Staff training and modeling of strategies to effectively monitor and deescalate crisis situations</li> <li>Guide teachers to use positive behavior supports for understanding and developing solutions for off-task behaviors</li> <li>Schoolwide Get Ready to Learn Training</li> </ul>	Entire School Community	9/4/14-6/26/15	Principal, Assistant Principal, School Based Coaches and Site Coordinators  Classroom Teaching Team Members  Related Services Providers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Resources and materials associated with the schoolwide system launch (timers, charts, tables, graphs, etc.)</li> <li>Administrative Cabinet, including School Leaders as instructional leaders, site coordinators and instructional coaches</li> <li>Core Curriculum materials</li> <li>Cohesive scheduling, embedding common preps for horizontal planning and professional, collegial conversations</li> </ul>

- Using repurposed work days for professional learning cycles
- Professional development facilitated by school leaders, instructional coaches and publishing companies
- Coaching supports

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
X									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

1. Mid-Point Benchmark: At least a 3% overall gain above baseline (11/4/14)
2. Timeframe for Mid-Point Progress: 02/20/15).

**Part 6b.** Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
n/a					

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Part 1 – Needs Assessment**

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Opening in September 2014 with 128 Turning 5 children in self-contained special education learning environments (6:1:1, 8:1:1 and 12:1:1) across three, co-located sites, The Bronx School for Continuous Learners (P469X) is committed to the success of our key stakeholders of our school community, and include this commitment to teaching, learning and development and collaboration into our school vision and core values on a daily basis.**

As a new school, our key stakeholders have a variety of talents and experience across the continuum of teaching, learning and development; Therefore, we need to:

1. Provide differentiated professional learning and training opportunities for our staff members;
2. Provide timely, consistent and clear ongoing feedback in alignment with the FFT and/or appropriate framework tool for non-ADVANCE related staff members;
3. Celebrate success while monitoring progress and holding all accountable for teaching, learning and development in order to increase student learning outcomes.

## Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2014-2015 school year, all members of the P469X school community will participate in a variety of differentiated professional learning experiences as collaborative and collegial teams throughout the course of the year, using their talents and expertise to become reflective practitioners with the ability and confidence to problem-solve in order to increase student achievement outcomes by at least 5% above baseline across the five domains of early learning and increasing their growth across the four domains of ADVANCE by at least 10% (as evidenced by informal and formal observations) by May 2015.

## Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>High Quality, Cohesive Instructional Experiences Across Sites:</b> <ul style="list-style-type: none"> <li>• Professional Learning Cycles</li> <li>• Repurposed Work Day has a clear focus and structure, including a calendar of professional learning topics that build upon each other to allow for continuous learning</li> <li>• Support and clarification (look fors and listen fors) on Danielson FFT to support staff in utilizing the framework to maximize their instructional practices</li> </ul>	Teaching Teams (Teachers and Paraprofessionals)  Related Services Providers	9/8/14-6/26/15	School Leaders Administrative Cabinet Instructional Leads
<b>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</b> <ul style="list-style-type: none"> <li>• Peer intervisitations focused on data and the analysis of student work</li> <li>• Targeted intervisitations between staff to gain exposure, peer modeling and best practices within the school organization</li> <li>• Horizontal collaboration and common planning among teachers in the same instructional program to ensure collaboration within instructional practices and behavior support</li> </ul>	Teaching Teams (Teachers and Paraprofessionals)  Related Services Providers	01/05/15-6/26/15	School Leaders Administrative Cabinet Instructional Leads PL Committee
<b>Parents as Partners:</b> <ul style="list-style-type: none"> <li>• Effective strategies will be shared with parents through parent teacher conferences, IEP meetings, parent engagement workshops, parent newsletters</li> </ul>	Families	9/4/14-6/26/15	School Leaders Administrative Cabinet Instructional Leads PL Committee
<b>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</b>	All School Community	9/4/14-6/26/15	School Leaders Administrative

<ul style="list-style-type: none"> <li>• D75/DOE/School Visits and Meetings within NYC</li> <li>• Norms and protocols for collegial planning and professional learning teams will be established and utilized to help support and develop trust between colleagues</li> <li>• Responsive coaching feedback, modeling and co-teaching in classrooms as needed based on informal observations, common trends and assessment data</li> <li>• Since each teacher has unique strengths, the school-based coaches could work with the teachers on identifying and developing their strengths to create school-based teams for all teachers to use as a resource to develop their skills as teachers, resulting in possible increases in student and professional achievement, in alignment with observation feedback</li> </ul>	Members		Cabinet Instructional Leads PL Committee
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

1.	Mid-Point Benchmark: At least a 1% overall gain above baseline in informal observation ratings for Domains 2 and 3 of the Framework for Teaching)
2.	Timeframe for Mid-Point Progress: 02/20/15).

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Mid point benchmarks for increased student achievement were met, and exceeded.  
Mid point benchmarks for gains above baseline for Domains 2 and 3 of the FFT were not met due to the number of observations completed/not completed in accordance with our 2014-2015 initial cyclical action plan created in August 2014.

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

23.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Part 2 – Annual Goal**

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By June 2015, school leaders, as instructional leaders, will provide our school community with guidance and responsiveness across the continuum of teaching, learning and development, building a culture of trust, mutual respect, and leading by doing, leading to increased opportunities to share and learn strong practices from one another, building both intrinsic motivation and confidence to be self-reflective practitioners and problem-solvers not only across our sites, but also with and from our co-located community schools.</p>
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**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
<b>High Quality, Cohesive Instructional Experiences Across Sites:</b> <ul style="list-style-type: none"> <li>Overseeing, modeling and holding educators accountable for the implementation, design and integration of assessment and instructional programs into their repertoires of teaching, learning and development.</li> <li>Providing timely, specific feedback to all stakeholders, both for stakes and not for stakes, in order to ensure clear expectations and standards are being met and/or exceeded</li> </ul>	All staff	9/4/2014-6/26/15	School Leaders Instructional Coaches Administrative Cabinet Educational “Leads”
<b>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</b> <ul style="list-style-type: none"> <li>Based on informal and formal observations, provide educators with specifically designed, targeted professional</li> </ul>	All staff	9/4/2014-6/26/15	School Leaders Instructional Coaches Administrative

learning cycles and training opportunities in the form of intervisitations, coaching, common planning, conversations, etc.			Cabinet Educational "Leads"
<b>Parents as Partners:</b> <ul style="list-style-type: none"> <li>Integrating parents and families into our school community as partners with and for the teaching, learning and development of their children, particularly during Tuesday Family Engagement Days</li> <li>PA/SLT Meetings</li> <li>School Wide Events</li> <li>Site Based Events</li> <li>Notice, invitations to school, etc. sent home in the parents native language to increase awareness of upcoming family engagement opportunities</li> <li>Bring in community based organizations to support and expose our families to different resources available to them, while providing them with an engaging and meaningful way to connect to their child's school community</li> </ul>	Families Staff	9/8/14-6/26/15	School Leaders Instructional Coaches Administrative Cabinet Educational "Leads" Teaching Team Members
<b>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</b> <ul style="list-style-type: none"> <li>School principal coaches and models for all staff how to implement effective problem solving skills and strategies through accountable talk, coaching conversations, "Ten Minute Tubiolo Time" individualized meetings for all stakeholders</li> <li>School Leader support all stakeholders in their teaching, learning and development at the point and/or level that he or she is performing at, celebrating successes and small incremental sets of progress along the journey</li> <li>Daily Team Huddles across sites</li> </ul>	All staff	9/4/2014-6/26/15	School Leaders Instructional Coaches Administrative Cabinet Educational "Leads" Teaching Team Members

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School leaders, instructional coaches, site coordinators, materials and resources associated with our daily routines, rituals and practices.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>30. Specify a timeframe for mid-point progress monitoring activities.</p>
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1.	Mid-Point Benchmark: At least a 5% overall gain above baseline in informal observation ratings for Domains 1 and 4 of the Framework for Teaching)				
2.	Timeframe for Mid-Point Progress: 02/20/15).				
<b>Part 6b. Complete in February 2015.</b>					
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? Mid point benchmarks for gains above baseline for Domains 1 and 4 of the FFT were not met due to the number of observations completed/not completed in accordance with our 2014-2015 initial cyclical action plan created in August 2014				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

**Opening in September 2014 with 128 Turning 5 children in self-contained special education learning environments (6:1:1, 8:1:1 and 12:1:1) across three, co-located sites, The Bronx School for Continuous Learners (P469X) is building our home where children and their families feel secure, supported and understood as we welcome all into our school community.**

As a new school, one of our biggest challenges to date is that although we communicate daily with our families, we have low attendance and family involvement at school wide events and celebrations

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the 2014-2015 school year, members of the P469X school community will develop strong relationships with families and community based organizations by providing clear, consistent messages to families, providing ample opportunities to become involved in the school community, increasing family involvement by at least 10% above baseline.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<b>High Quality, Cohesive Instructional Experiences Across Sites:</b> <ul style="list-style-type: none"> <li>• Workshops and trainings geared specifically towards assessment and instructional programs and strategies we use throughout the day to make school to home connections</li> <li>• Parent Volunteers during Literacy/Math blocks</li> <li>• Mystery Readers</li> </ul>	All Families	9/4/14-6/26/15	All stakeholders

<p><b>Targeted, Individualized Skill-Based Centers Integrated into Approaches for Learning to Address the Needs of ALL Learners:</b></p> <ul style="list-style-type: none"> <li>• Providing ample opportunities for families to become involved in the school community, including events, activities and workshops specifically in alignment with parent survey responses</li> </ul>	All Families	9/4/14-6/26/15	All stakeholders
<p><b>Parents as Partners</b></p> <ul style="list-style-type: none"> <li>• Outreach to community based organizations and involving them in our school community (ie Arts Horizons will have a family workshop night for parents to attend).</li> <li>• PA/SLT Meetings</li> <li>• School Wide Events</li> <li>• Site Based Events</li> <li>• Notice, invitations to school, etc. sent home in the parents native language to increase awareness of upcoming family engagement opportunities</li> <li>• Bring in community based organizations to support and expose our families to different resources available to them, while providing them with an engaging and meaningful way to connect to their child’s school community</li> </ul>			
<p><b>Mutual Trust, Value and Respect Embedded into Our School Culture and Community in Support of This Goal:</b></p> <ul style="list-style-type: none"> <li>• Popcorn and Movie Nights and “Bring a Blanket – Our School is a Home Away from Home”</li> <li>• P469X Family Day at Yankee or CitiField Stadiums</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.
  1. Mid-Point Benchmark: At least a 5% increase in parental involvement)
  2. Timeframe for Mid-Point Progress: 02/20/15).

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students are assessed using WebABLLS-R. Analyses of the results, specifically in the domains of Receptive Language, Requests, Labeling and Intraverbals.	<p><b>Fundations:</b> Teachers incorporate Fundations lessons into their language arts classroom instruction. These lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. During Storytime activities, critical thinking, speaking and listening skills are practiced.</p> <p><b>BrightStart:</b> a curriculum that focuses on numerous pre-reading skills, such as Letter identification, letter sounds, print concepts, and emergent writing; Oral language skills, including story comprehension and vocabulary; Phonological awareness, including breaking words apart into syllables and rhyming.</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops; Desktops</p>	One-to-One; Small group; skill based centers	During the school day
<b>Mathematics</b>	Students are assessed using WebABLLS-R. Analyses of the results,	<b>Scaffolded Instruction:</b> Using Go Math guidelines,	One-to-One; Small groups; skill based centers	During the school day

	<p>specifically in the domains of Visual Performance, Receptive Language and Labeling.</p> <p>GoMath Pre/Post assessments are administered.</p>	<p>instruction is scaffolded to provide access points to students at either a higher or lower functioning level depending on the needs of the student (K-2) during math instruction.</p> <p><b>Hands-On:</b> use of manipulatives to reinforce skills taught during Math Instruction</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops; Desktops</p>		
<b>Science</b>	<p>Students are assessed using WebABLLS-R. Analyses of the results, specifically in the domains of Receptive Language, Requests, Labeling, Intraverbals and Visual Performance.</p>	<p><b>Scaffolded Instruction:</b> STEM instruction is scaffolded to provide access points to students at either a higher or lower functioning level depending on the needs of the students in (K-2).</p> <p><b>Technical Devices:</b> SmartBoard; iPads; Laptops; Desktops</p>	One-to-One; Small groups	During the school day
<b>Social Studies</b>	<p>Students are assessed using WebABLLS-R. Analyses of the results, specifically in the domains of Receptive Language, Requests, Labeling and Intraverbals.</p>		One-to-One; Small groups	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Behavior is tracked daily using individual behavioral goals on a through the school-wide PBIS system.</p> <p>Progress Monitoring of Functional Behavior Analyses and Behavior Intervention Plans included in students' IEPs.</p>	<p><b>PBIS:</b> School-wide system behavior system that tracks individual progress toward behavioral goals daily across the school day</p> <p><b>TCI-S:</b> A strength based program to be used during crises to build staff understanding of individual student disturbance and help the student to understand his/her own conflicts and how to manage behavior in a more constructive</p>	One-to-One Services; Small Groups	During the school day

manner.

**Social Emotional Literacy**

**Program:** Students learn how to label and regulate their emotions using the mood meter and literary texts.

**Social Stories:** Small narratives created to help students to understand social emotional issues.

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

### Part 4: SWP Schools Only

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or Local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY’15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

**[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.