

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M291

School Name:

WEST END SECONDARY SCHOOL OF URBAN STUDIES

Principal:

JESSICA JENKINS-MILONA

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: West End Secondary School School Number (DBN): 03M291
Grades Served: 6
School Address: 227 West 61st Street, NY, NY 10023
Phone Number: 212-245-1506 Fax: 212-245-1291
School Contact Person: Jessica Jenkins Email Address: jjenkins2@schools.nyc.gov
Principal: Jessica Jenkins
UFT Chapter Leader: John Carullo
Parents' Association President: Eric Shuffler and Christine DiPisquale
SLT Chairperson: Mary Kane
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Not Applicable
Student Representative(s): Layla Kauffman and Bayla Leibowitz

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, New York 10025
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: 212-222-7816

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston, Brooklyn, NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Jessica Jenkins	*Principal or Designee	
John Carullo	*UFT Chapter Leader or Designee	
Christine DiPisquale	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Layla Kauffman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	
Mary Kane	Member/ Secretary	
Michele Balsam	Member/Teacher	
Elyn Peschitz	Member/Teacher	
Debra Belena	Member/Parent	
Jennifer Carter-Cambell	Member/Parent	
Alison Cotter	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stephanie Fields	Member/Parent	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our School Mission and Vision is as Follows:

Mission Statement:

West End Secondary School empowers students to achieve at the highest level by cultivating their innate curiosity and nurturing their natural ability to wonder and create.

Vision:

West End Secondary School (WESS) envisions our classrooms to be a safe context in which adolescents can work through problems with guidance and the necessary supports to arrive at their own true discovery. The delight that characterizes the moment when one reaches an understanding, arrives at the derivation of a formula, or acknowledges the connection between a math problem and its application to engineering are extraordinary moments in a student's development. These accomplishments are most memorably achieved and valued when a student ventures into this territory as a result of carefully planned learning experiences that place the teacher as the facilitator of learning. WESS will emphasize the central role that the student plays in his or her own learning process, understanding that students learn best when they discern the value in learning and enjoy getting there. Every classroom will present complex material that students will encounter with a mix of uncertainty and struggle, and we believe that struggles promote patience and perseverance, both of which inevitably lead to growth.

Our Core Values are:

Our Values:

Wonder: We believe that wonder is the spark that propels our students to explore further and question the world around them. When we cultivate inquiring minds through investigation and exploration, students enthusiastically immerse themselves in the learning process, seek knowledge for its own sake, and delight in being amazed at what they discover, transforming the ordinary into the extraordinary.

Compassion: We learn to demonstrate compassion through both word and deed, to care deeply about others and what befalls them. We develop our students' ability to feel what another feels and acknowledge that this evolves over time. Compassion is the most genuine and heartfelt identification outside of the self, extending to all living things as we continually seek to understand the circumstances and viewpoints of others. The true practice of compassion continuously recharges itself by inspiring us to promote a peaceful and caring community of learners.

Creativity: We inspire our students to envision, formulate, and compose—to bring to life an altogether new and original insight or interpretation. We believe that nothing leads more directly to a feeling of value and self-worth than to do something novel, fresh, and enlightening. In encouraging creativity, we nourish the independent spirit within us that seeks expression.

Growth Mindset (Resilience): We believe that abilities can be cultivated. We are passionate about extending ourselves, even when confronted by challenges. We foster an environment that converts life's setbacks into future successes. Consequently, we surpass what we thought was possible and emerge with a sense of fulfillment. Personal growth of this

nature results not only in improved self-awareness and confidence, but in a deeper, more profound wisdom that accompanies our students when they embrace challenge and value effort.

Since its approval in June, 2014, I have committed to ensuring that our student body is representative of the entire district through extensive outreach. Consequently, a diverse group of 143 students will make up the founding class of students. With the support of a 345k grant from the Tortora-Wilcox Foundation, WESS is opening in full partnership with NYCOB school.

Aspects of WESS that will define us and ensure our success:

Learning Expeditions/External Partnerships : Learning expeditions make content standards come alive for students. These long-term, comprehensive studies offer real-world connections, which inspire students toward new levels of academic rigor. These experiences include three in-depth case studies that travel across subject areas and utilize New York City as a true learning lab. Students share their expertise with the community through a public presentation of learning, where students are required to articulate their process to the larger community. To fully implement the Expeditionary Learning model, we have partnered with the following organizations to support in depth interdisciplinary connections:

New York City Outward Bound Schools : NYCOB is an influential educational organization whose schools and programs are consistently excellent and serve as models for others. New York City Outward Bound's greatest strength is their educational approach, which challenges and supports students to do their best work, injects elements of adventure and discovery into schooling, grounds academic content in real world issues and concerns, promotes teamwork as well as individual initiative, and places character and intellectual development on equal footing.

In the spirit of using NYC as our learning lab, we have collaborated with the New York Historical Society to bring Social Studies to life for WESS students. Our students will work with historians to analyze and discuss primary sources from the New-York Historical Society's collections: touch objects, works of art, maps, and documents spanning four centuries. These learning experiences will serve as a key to teaching our students the art of true inquiry and exploration, while simultaneously building critical thinking skills and deepening their content knowledge.

Marquis Studios has developed an in depth partnership between their teaching artists and our WESS team by providing a customized arts program to supplement our curriculum. Each residency chosen focuses on a specific arts discipline connected to our rigorous course of study.

Studio in a School: Studio's artists will plan collaboratively with WESS teachers to make meaningful and purposeful curriculum links to support the creative, intellectual, and emotional growth of our students. Artists will engage students in learning that is directly linked to content. Students will be required to problem-solve by demonstrating key thinking skills, applying specific knowledge, and sharing their understandings in highly visible and concrete ways. Studio's artists will encourage students to explain their process while expressing opinions grounded in evidence. Studio artists will meet with students twice a week in 14-week cycles.

Alvin Ailey Dance Group : A full partnership with Alvin Ailey will bring residencies to WESS that are structured to implement and achieve the goals of the New York State Learning Standards in the Arts and linked to our students' academic curriculum. Experienced dance teachers and musicians from the Ailey Arts In Education & Community Programs conduct these classes. West African, creative movement, and modern dance classes are accompanied by a percussionist. AileyDance Kids residencies are customized to support our school's learning expeditions .

Crew and Community Circle : At WESS, we ensure that every child is known by their teachers and peers through crew, an advisory of 10-12 students who meet three days a week with their crew leader and engage in a process for checking-in, sharing, and discussing critical issues. Students remain in the same crew for all seven grades. The extraordinary relationships that such an arrangement fosters will promote a lifelong ring of friendship and trust. Furthermore, every week the school comes together to celebrate learning and nurture a strong, positive, and caring school culture through community circle, led by students.

Parent and Community Engagement: We fully engage our parent community and embrace community relationships. Rather than use the term involvement, we use engagement as it involves doing with . We strive for engagement through listening to what parents think and respecting what they desire for their child. Our goal is to continuously welcome and solicit parents as partners in the learning process. To that end, we will regularly engage parents and community members in the school community as field experts, through community breakfasts, community circle, open classrooms, family book clubs, and as learning and arts partners.

Although we don't have concrete prior data, the school's philosophy was informed by the CEC and a working group. The team met on several occasions to strategize about outreach efforts, develop the school's core values, and to collaborate with various constituent groups to develop a school shaped by community input. This team discussed high leverage ways to engage families in the school community, what partnerships could be developed to ensure real-world application and learning, as well as how we can use the school as a learning lab for district teachers and students.

A primary focus will be to ensure that we are meeting the needs of all students in the school community, inclusive of English Language Learners, the highest-achieving students, and Students with Disabilities. Teacher teams will support the school's focus on job-embedded professional development to examine student work in an effort to identify grade level trends and gaps. Teams will plan next steps based on clear success criteria in order to meet the demands of the CCLS and rigorous performance tasks. We will engage in ongoing collaborations to adjust and modify curriculum in an effort to customize instruction to ensure that students are advancing, are engaged and thinking critically. We will then benchmark and ensure that the strategies implemented are rendering student performance and progress. Teams will be meeting weekly with common planning scheduled daily. A differentiated professional development plan will focus on the sharing and modeling of best practices as well as target areas of need for individuals and groups of teachers. Inter-visitiation, instructional rounds focused on a problem of practice, and reflective feedback sessions will support this work. Parents and families will also play an active role in our work by serving as field experts in our learning expeditions, participating in community circle, student-led conferences, and presentations of learning. Teachers will engage both students and parents in developing digitized learning plans. Furthermore, parents will be provided with the opportunity to become Learning Leaders, a program which includes specialized training on how to support the school's mission and core values as well contribute to student achievement.

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

West End Secondary School (03M291) is a new school for the 2015-2016 school year with no past data to analyze. An expectation is that at M291 high standards are set in every classroom. Through customized instruction, our students will be actively engaged in ambitious intellectual real-world learning, while continuously developing their critical thinking skills. Through the utilization of multiple entry points, standards based learning will be accessible for all learners.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will implement CCLS curriculum with multiple entry points providing a rigorous learning environment for all students focused on literacy and math gains. Teachers will design their own ELA curriculum using Expeditionary Learning modules as a guide and will utilize Engage NY as the primary resource when designing math curriculum. The Scholastic Reading Inventory (SRI) to measure lexile reading levels will be administered four times per year, beginning in September. The September assessment will serve as the baseline assessment.

The following represents expected growth for students at varying levels of proficiency and is based on numerous research studies conducted by MetaMetrics:

Baseline Lexile Band – September	Minimum Expected Growth – May
3 rd grade	113L
4 th grade	100L
5 th grade	88L
6 th grade	76L
7 th grade	64L

In math, it is the expectation that we will make a 5% increase in average proficiency rating on 2016 NYS math assessment. Long-term learning targets will be used to measure student progress toward this goal every two months as well as “power targets,” which are derived from common skills across units

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Interdisciplinary teacher teams</u> : All teachers will meet weekly to create and plan for the implementation of three interdisciplinary learning expeditions crafted around compelling topics that include persuasive writing/texts, narrative writing/texts, and informational writing/texts. Embedded within these learning expeditions will be multiple opportunities to formatively and summatively assess student progress toward mastery of learning targets. These teams will also develop math tasks connected to the compelling topic (where possible) that align to Engage NY units.</p> <p>This same team will analyze multiple work samples throughout each learning expedition, note patterns and trends, and make the appropriate modifications to unit/case study and instruction based on this student work. The principal will be an active participant in these weekly meetings.</p>	<p>Students in grade 6</p>	<p>September through June</p>	<p>The principal and Teachers</p>
<p><u>Progress Monitoring</u> : Mid and End of unit assessments (including written assessments) will be analyzed throughout each learning expedition to ensure student mastery of learning targets. Support for students will be tailored to their unique needs identified by learning target. A standards-based grading system will ensure that assessments are appropriate matched to each learning target. Progress monitoring will inform small group instruction/strategy groups.</p> <p>After each mini lesson in Math/ELA, students will be expected to either work independently or in groups to practice the skill/concept taught during the mini lesson. Careful monitoring of this work time will drive small group and independent work. Re--teach groups will target support for students struggling with the learning target(s)</p>	<p>Students in grade 6</p>	<p>September through June</p>	<p>Administration and Teachers</p>
<p><u>Expeditionary Learning and Engage NY</u> : WESS is opening in full partnership with New York City Outward Bound and Expeditionary Learning and will utilize the Expeditionary Learning modules to</p>	<p>Teachers</p>	<p>September through June</p>	<p>Principal, Teachers and an Expeditionary Learning School Designer</p>

enhance and support teacher-generated CCLS-aligned curricula. Engage NY will inform math instruction. Both are aligned to the CCLS and will be adapted based upon students' strengths and needs, thereby making learning and access to rigorous tasks accessible for all learners. Extensive professional development and planning time is woven into the school day to enhance instruction and build teacher capacity to challenge, engage, and support all learners.			
Rigorous and Differentiated Professional Development Plan: Professional development is job-embedded and differentiated based on teacher need. The professional development plan will be crafted after careful analysis of data, needs identified through observation cycles, and through goals crafted by the staff. PD sessions will include but not limited to, creating clear success criteria for lessons, effective questioning, discussion and assessment techniques, questioning and discussion techniques, creating lessons and units aligned to the CCLS with multiple entry points, and a study on text level indicators. Additionally, the staff will engage in multiple book studies throughout the year.	All School Staff	September through June	All School Staff

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Teachers meet with their grade colleagues on Monday and Tuesday mornings in order to engage in the Inquiry process, plan expeditions, and engage in the modification of unit plans based on a careful analysis of student work. With the support of the principal, who serves as the leader of instruction, teachers will modify and refine units as well as Teachers use the continuum and the CCLS during this time. • Additional funding, marked “in kind” below, from the Tortora-Wilcox Foundation, is set aside for teacher planning time before and after school. Teachers will be paid per session rate. • Scholastic Reading Inventory software was purchased. • Jump Rope, an online standards-based grading platform was purchased. • Engage NY modules printed and binded. • Teachers will use SRI and Engage NY resources to track and monitor progress. • Professional development will take place on Monday and Tuesday mornings and during planning days throughout the year. • Teacher teams will meet throughout the school year to develop lessons and modify curriculum to meet the needs of all students. • Parents as Partners workshops will take place during and after school hours to accommodate parent’s schedules. Supports and resources such as the CCLS, Shifts, school expectations, etc. are shared and discussed. The principal, teachers and our external partners facilitate these meetings.
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The following mid-point benchmarks will occur:

- By February 2016, Lexile data will be analyzed to assess student achievement and progress in reading levels to ensure that we are on track to meeting our goal outlined above.
- By February 2016, Engage NY mid-year assessment will be analyzed to assess student achievement and progress in math to ensure that we are on track to meeting our goal of a 5% increase in mathematics.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

WESS is a new school opening in September, 2015. Therefore, we don’t have past data to analyze. As a new school, we are committed to building a cohesive community focused on the whole child, family-school connections, and the professional development of all members of the WESS team. We are committed to creating an environment focused on mutual trust and respect. As a school community we are willing to reflect on our practices and value the professional learning that will occur throughout the school year. Teachers will receive extensive professional development as well as have the opportunity to facilitate professional development in an area of their expertise, and serve as active participants on collaborative teams. As part of the WESS professional learning community, it is our expectation that the team will be receptive and reflective to actionable feedback regularly provided by peers and the school leader.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will have successfully incorporated best practices as they relate to effective pedagogy and the Expeditionary Learning model, incorporate practices and strategies learned in professional development and through teacher teaming, as well as through ongoing feedback sessions. This will result in an effective or highly effective rating as measured by the Danielson Framework for Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>ELA and Math Tasks/Patterns and Trends Meetings</u> : Inquiry Teams meet every Tuesday to create and plan for the implementation of 3 learning expeditions that are crafted around persuasive writing, narrative writing, and informational writing. They will also develop math tasks that align to each unit in Engage NY. During team meetings, teachers are expected to use protocols to look at student work and make modifications to the curriculum based on the student work samples. The principal will be an active participant in these meetings.</p>	<p>Students in 6th grade</p>	<p>September through June</p>	<p>Principal, Teachers, NYCOB School Designer</p>
<p><u>Instructional Rounds and Inter-visitation</u> : As a school community, we will engage in cycles of Instructional Rounds with a focus on Domain 3. During this time we will take low inference observations, norm, identify best practices and create actionable next steps that will increase student performance and enhance teacher pedagogy.</p>	<p>Teachers</p>	<p>September through June</p>	<p>Principal, Teachers and NYCOB School Designer</p>
<p><u>Observation and Feedback:</u> The principal will observe teachers based on their selected option and then meet with teachers within 48 hours to provide verbal feedback that is grounded within the Danielson Rubric and addresses the various subgroups within the classroom, inclusive of ELLs and SWDs. During the feedback session, teachers will be given time to reflect on their pedagogy using the Danielson Rubric. Feedback will be actionable and include a series of next steps. During this time, tools and resources will also be shared to move instruction and improve teacher pedagogy.</p>	<p>Teachers</p>	<p>September through June</p>	<p>The principals and teachers</p>
<p><u>Parents as Partners:</u> Parents and families will be invited to Parent Workshops, family book clubs, and to serve as “experts” in their field during learning expeditions. Parents will engage in regular and interactive learning around the CCLS, Instructional Shifts, curricula expectations and ways that they can support their child at home. Additional resources will be provided for parents to bridge the home-school connection</p>	<p>Parents, Care-Givers, Families</p>	<p>September through June</p>	<p>Principal, Teachers and NYCOB partners</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers meet with their grade colleagues on Monday and Tuesday afternoons in order to engage in the Inquiry process, the planning of learning expeditions, in patterns and trends meetings. Teachers will update units of study using student work, seeking out patterns and trends. Additionally, teachers will craft both long and supporting learning targets during this time.
- Teachers visit colleague’s classrooms during the school day in order through inter-visitations and more formal instructional rounds. Substitute teachers are hired to accommodate these Instructional Rounds. Teachers use the Danielson Framework during this time.
- Teachers voluntarily meet with the principal and each other to engage in reflective feedback around their observations. As teachers reflect, they use the Danielson Framework.
- Professional development will take place on Monday and Tuesday mornings as well as during planning days throughout the year.
- Parents as Partners learning sessions will take place during and after school hours to accommodate parent schedules. Supports and resources such as the CCLS, Shifts, school expectations, etc. are shared and discussed. The principal, teachers, and our primary partners will facilitate these meetings.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The following mid-point benchmark will occur:

- By February 2016, there is will an increase by one rubric level or a rating of effective/highly effective as measured by the Danielson Framework. (Analysis of data after each observation cycle.)

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

West End Secondary School is a new school for the 2015-2016 school year with no past data to analyze. As a new school, creating strong family-community ties will be an integral part of our development. By utilizing resources from the outside community and the unique resources within our school building, we will work toward creating a welcoming, supportive and inclusive environment where we can build and nurture a true partnership to meet the needs of all students, cultivate their individual talents, and build upon their strengths.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will have created a welcoming and inclusive environment to families by ensuring that they are engaged in building a collaborative school community alongside the school leader and teachers. Families will be invited to and expected to participate in a minimum of 15 community-building events (inclusive of; student-led conferences, book clubs, parent breakfasts, celebrations of student learning, community circle, classroom visits, orientations, Parents as Partners learning sessions) throughout the school year as measured by the Learning Environment Survey, agendas, and attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Parents as Partners Workshops:</u> Parents and families will be invited to Parent Engagement sessions throughout the year – including on Wednesday mornings - in which they will be engaged in learning around the CCLS, Expeditionary Learning, Instructional Shifts, curricula expectations and ways that they can support their child at home in regards to rigorous instruction. At the end of each workshop, parents and families will have an opportunity to fill out a survey to rate the effectiveness of the workshop. Parents and families will be also be asked to identify workshops of interest/need which will enhance relevance and increase engagement and participation.</p>	<p>Parents/Families</p>	<p>September through June</p>	<p>Administration, Teachers and External Presenters</p>
<p><u>Family Book Clubs :</u> Family book clubs will be hosted on a regular basis and are designed to encourage parents, grandparents, aunts, uncles, and siblings to read a book in common. Through a partnership with the New York Public Library, class sets of books can be loaned on a monthly basis and made available to all. A student and his or her family will meet to discuss aspects of the book that were particularly intriguing, enlightening, and compelling. Joint reading ventures such as these are certain to transform students’ appreciation of literature, seeing in them an opportunity to share opinions and interpretations with those they love. Likewise, families who participate will enjoy observing their child’s enthusiasm while deepening their own love of reading. Book selection will be open to suggestions from the entire school community. The Family Book Club will be a cherished component of our community gatherings .</p>	<p>Parents/Families/Students</p>	<p>September through June</p>	<p>Principal and Teacher, NYCOB School Designer</p>
<p><u>Student-Led Conferences :</u> These conferences require and empower students to take the lead role in communicating their progress toward mastery of</p>	<p>Parents/Families/Students</p>	<p>September through June</p>	<p>Principal and Teacher, NYCOB School Designer</p>

learning targets. SLC's put students in charge of sharing information about their progress, builds students' sense of responsibility and accountability for their own learning, and helps to hone their understanding of what it means to meet learning targets .			
<u>Community Circle</u> : An important weekly ritual at WESS is Community Circle. Every week our school comes together to celebrate learning and nurture a strong, positive, and caring school culture, inclusive of all families. Parents are invited and are active participants in our circle. Just like many cultures around the globe, our gatherings identify who we are as a school community.	Parents/Families, Students	September through June	Principal and Teacher, NYCOB School Designer

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Parents as Partners learning sessions will take place during and after school hours to accommodate parent schedules. Supports and resources to gain a better understanding of our Expeditionary Learning Core Practices, the CCLS, instructional shifts, school expectations, etc. are shared and discussed. The school leader, teachers and our school designer through Expeditionary Learning will facilitate these meetings. • Survey monkey will be used to collect RSVP's (in each of our students' home language), reflections from parents, and suggestions for improvement. This data will be analyzed by school staff. • Teams that consist of both parents and school staff will be held during and after the school day. • Family book clubs, celebrations of learning, and community circle will be held during and after the school day. • Student-Led Conferences will occur at least (3) times during the school year and will be scheduled to accommodate individual parent schedules. 											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The following mid-point benchmarks will occur:
<ul style="list-style-type: none"> • By February 2016, we will review on-line survey RSVP data and sign-in sheets to benchmark and ensure that parents have been invited to multiple community building events – and participated in - at least 7 events. • By February 2016, an informal parent survey will be administered to ensure that parents/families feel welcomed and included in our school environment.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Scholastic Inventory Lexile Level data, conference notes, writing assessments, on demand tasks	Interactive Writing, Guided Reading	Small group and one-to-one	Before, during and after school
Mathematics	Share and Show in each mini-lesson, exit tickets, unit assessments, tasks	Re-teach lessons	Small group and one-to-one	Before, during and after school
Science	Rubrics aligned to Learning Outcomes	Provide additional scaffolds to meet the content standard	Small group and one-to-one	During the school day
Social Studies	Rubrics aligned to Learning Outcomes	Provide additional scaffolds to meet the content standard	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Low inference observations	Advisory resources, creation of BIPs	Small group and one-to-one	Before, during and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I

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 activities and strategies for high quality professional development for teachers, principals, 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP)

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. 03M291, 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. 03M291 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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)

03M291, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 student-led 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 1st 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., Student-led conferences, 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 to 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;
- regularly exhibit our school's core values;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- reflect on my progress toward mastery of learning targets.