



2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

75R721

School Name:

THE RICHARD H. HUNGERFORD SCHOOL

Principal:

KRISTIN MCHUGH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Richard H. Hungerford School School Number (DBN): 75R721
BEDS Code: 307500015721
Grades Served: Special Education
School Address: 155 Tompkins Avenue SI, NY 10304
Phone Number: 718-273-8622 Fax: 718-727-6994
School Contact Person: Kristin Mc Hugh Email Address: KMcHugh3@schools.nyc.gov
Principal: Kristin Mc Hugh
UFT Chapter Leader: Alphonse Vota
Parents' Association President: Maritza Sabato
SLT Chairperson: David Vota
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
CBO Representative: N/A

District Information

Geographical District: 75 Superintendent: Ketler Louissaint
Superintendent's Office Address: 400 1st Avenue, New York, NY
Superintendent's Email Address: KLouiss@schools.nyc.gov
Phone Number: 212-802-1500 Fax: 212-802-1678

Field Support Center (FSC)

FSC: Staten Island Executive Director: Marie Callaghan

Executive Director's Office Address: 400 First Ave, NY NY 10010

Executive Director's Email Address: MCallaghan4@schools.nyc.gov
212-802-1520

Phone Number: _____ Fax: 212-802-1678

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 and Family Engagement Policy 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)
[Kristin McHugh	*Principal or Designee	
[Alphonse Vota	*UFT Chapter Leader or Designee	
[Maritza Adorno	*PA/PTA President or Designated Co-President	
[Kathleen Boyer	DC 37 Representative (staff), if applicable	
[]	Title I Parent Representative or Parent Advisory Council Chairperson	
[]	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>	
[]	[CBO Representative, if applicable	
[Janine Romano	[Member/Parent	
[Dominique Tate	[Member/Parent	
[Jeanne Englert	[Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
[Kelly Anne Tobuck	[Member/Parent	
[Marie Ross	[Member/Parent	
[Celeste DeRoss	[Member/Parent	
[Kathleen DeForest	[Member/ Teacher	
[Danielle Pellegrino	[Member/ Physical Therapist	
[David Vota	[Member/ Teacher	
[Josephine Fox	[Member/Paraprofessional	
[Karen O'Brien	[Member/ Paraprofessional	
[Keisha Nembhard	[Member/ Parent	

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

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s [Equity and Excellence for All: Diversity in New York City Public Schools](#), [Strong Schools, Strong Communities](#), and [Framework for Great Schools](#).

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school's Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school's mission statement?
At P721R, The Richard H. Hungerford School, our Mission is: P721R provides quality and rigorous individualized educational programs to students with significant challenges and diverse learning styles in a variety of settings that nurture independence, ensure dignity, and support integration into the community.

2. Provide contextual information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Contextual Information:

P721R is a District 75 Middle and High School that serves a variety student populations including: 12:1+4, 6:1+1, 8:1+1, 12:+1 and inclusion in both the Middle and High School settings. In addition to the Main Site, P721R hosts 8 off-sites including, IS 24, the Jerome Parker Campus, LifeStyles, McKee HS, New Dorp HS, Tottenville HS, Project Search at Staten Island University Hospital, and Community Resources. Each site is designed to enhance the needs of the unique population of students that attend that site. Our school educates 474 students from grades 6 through 12. The school population is comprised of African American: 21%, Hispanic: 30%, Caucasian: 43%, Asian: 5%, and 1% Pacific Islander/Native American.

During September 2017, P721R's newly appointed Principal, Kristin McHugh, a former Assistant Principal within our own school community, offered hope and promise to implement the Hungerford vision and mission, and to positively enhance school culture, impacting student achievement. Throughout the 2017-2018 school year, Principal McHugh provided staff, students, and parents with consistency and fidelity in maintaining the vision of Hungerford while also introducing and implementing a rigorous action plan in order to enhance the quality of work we do to allow our students to meet their maximum potential.

Under our current leadership of Principal McHugh, P721R has adopted a theory of action aligned to the implemented plan to address several needs areas identified in the PPO. Our theory of action is grounded in the work of teachers and professional learning communities in collecting and analyzing student achievement data in order to provide students with access to rigorous curriculum that meets their individualized learning needs.

P721R advocates for policies of distributive leadership and builds capacity within the school by empowering our educators to lead projects, take ownership and progress in their professional career. There have been several paraprofessionals and teaching staff that have moved up both within and outside of our organization into leadership positions.

At P721R, students are exposed to a variety of community based learning sites which are based on student interest such as custodial, carpentry, food service, office, gardening, recreational, stocking inventory, customer service and retail experiences. These sites focus on work readiness, skill acquisition and employability. Community based learning programs are a valuable component of transition and these programs integrate our students into the community, while helping them acquire and generalize critical skills to gain and maintain a job. In addition to our community based sites, several sites within our organization have initiated snack cart/cafe programs to provide students with realistic work settings and experiences within the school community. Our Community base partnerships are as follows: Stapes, The Brielle Assisted Living Residence, Living Restoration, United Cerebral Palsy greenhouse, Wagner College, Mc Donald's, Fort Wadsworth, Harvest Cafe, Barnes and Noble, and Five Below. Our Community Resources off-site has on-site training in the area of Automotive, Culinary Arts, Cafe/Barista, and Graphic Design working with a company called Special Tee's. Aside from our community partnerships, P721R has developed internship programs which are an integral part of the transition process for our students. Being our Alternate Assessment students are receiving a Skills and Achievement Commencement Credential certificate, these internships allow students to interview and maintain positions post-graduation. The internship programs we currently have in place are CVS Pharmacy and Project Search, which is a new program completing it's first year through AHRC and Staten Island University Hospital.

During the 2017-18 school year, The Hungerford School and New Dorp High School continued to foster a Collaborative School Community, which is a school culture of full inclusion, mutual respect, understanding and collaboration between staff and students. Our students have multiple job exposure opportunities and integration with their general education peers.

P721R consistently strives to support and empower its professional staff. The New Teacher Institute at P721R helps to make the first year of teaching as smooth as possible with available resources and experienced volunteer mentors. Mentors provide new teachers with strategies, tools and ongoing support to meet the challenges of their new careers. During full-day sessions multiple times throughout the school year, participants learn about classroom management, instructional techniques, assessment administration, inclusion, best practice for communicating with students, parents and colleagues, technology tools and the school community at P721R. We had 9 teachers in the 2017-2018 complete the program.

Goals for the 2018-2019 New Teacher Institute include:

1. Collaboration to develop a personal toolbox of applicable techniques for planning and delivering effective instruction.
2. Maximizing time and energy for managing a demanding classroom schedule and school culture.
3. Acquiring technology tools that enable teachers, mentors and their students to organize and retrieve classroom data and information around planning, prioritizing, assessment and communication.
4. Learning and practicing leadership coaching tools that benefit personal, student, colleague, and parent communication.
5. Creating a supportive, sustaining coaching beginning teacher/mentor relationship.

P721R also incorporates technology as a valuable resource using iPads, a Bluetooth switch and mounting systems to allow student to take photographs and participate in the photo class. With the money received from the 2017-18 RESO A grant. This year we were able to utilize our resources to purchase a variety of technology to meet the individualized needs of our sites and support our students growth.

Quantity	Description
36	IMAC 20.5 "ICORE 5
36	SPNL 6065-SMART PANEL
2	36 CAPACITY LAPTOP CARTS
1	24 CAPACITY LAPTOP CART
1	APLLE TV 4K
7	2 GIG RAM
10	DISPLAY PORT ADAPTOR/CABLE
6	Cat 5 cabling
1	Lexmark CS510
3	Lexmark MX511

7	Lenovo Monitors
9	Lenovo mini M700
4	SPNL mobile stands
2	D-Link Network hub
1	IMAC 27
2	Lexmark MX410
1	Macbook air
36	Smart Panel covers
1	IPAD tripod w/ adaptor

3. Describe any special student populations and what their specific needs are.

Special Student Populations and Needs:

P721R serves alternate assessment students with a wide range of disability classifications, and a multitude of management needs that are implemented and differentiated on a daily basis to ensure multiple entry points and access for all learners within our school community.

Many students require specific instruction in awareness of the environment, pedestrian skills, problem solving, transportation/ travel-related skills and behaviors to achieve independent mobility and use of public transit. P721R's Travel Training personnel are specifically trained in the Competencies for the Practice of Travel Instruction and Travel Training to provide this individualized instruction to eligible students. Travel Training is a comprehensive, specially designed, one-to-one instruction program to teach high school age students how to travel safely and independently on public transportation. Independent travel and use of public transit is closely connected to successful post-school results for students in terms of employment, education, community inclusion, and independent living.

P721R utilizes the Student Annual Needs Determination Inventory (SANDI), a comprehensive classroom assessment for students with significant intellectual impairments. The SANDI allows access to Common Core Learning Standards (CCLS), in order to specifically target individual student strengths and needs. The SANDI provides a basis to determine educational benefits related to the student's present levels of performance, progress on the Individual Education Program (IEP) goals and identification of educational needs. All tasks are aligned to CCLS and provide our students with an entry point to these standards in a way that is meaningful and functional for their individual needs. Although P721R administers a formal SANDI Assessment twice per year (Fall and Spring), teachers utilize the SANDI throughout the year as a tool to note mastery and need areas that are flagged to address goals.

Formative Assessment of Standards Tasks (FAST) is an extension of the SANDI which is used as a benchmark assessment. The FAST utilizes multiple measures of data collection which is composed of an electronic portfolio that tracks students progress across time. The FAST collects targeted standard reports by student, teacher, site and district. The data is used to guide instruction using evidence-based practices.

P721R asserts that many maladaptive behaviors may occur due to a student's inability to express their emotions. Every classroom in P721R has adopted a mood meter to assist students in their self-expression as well as reflection. Emotions are continuously discussed in an open forum in every classroom. It is P721R's belief that a student cannot learn unless they are self-regulated. The incorporation of emotional literacy and the mood meter have reduced maladaptive behavior within our school environment and create an atmosphere that fosters learning and student progress.

4. Identify 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.

Elements of the Framework for Great Schools Demonstrating Progress for the 2017-2018 School Year:

Based on the 2018-19 School Quality Guide, P721R made significant and notable progress in the areas of Effective School Leadership and Trust as evidenced by a 12% increase from the District level data in the area of Principal to teacher trust. This data is a testament to the mission and vision of our new school leader, Kristin McHugh. We have worked this year towards building capacity and empowering teacher teams to take more leadership roles within the school, including inquiry teams with targeted areas, providing them with autonomy and flexibility.

We have worked to embed the arts within core curriculum areas to enhance the areas of both Supportive Environment and Strong Family and Community Ties. To support the area of Supportive Environment we have created a cluster position for teaching literacy through drama. Our drama cluster teacher provides a class that teaches our students literacy skills needed to support the school's collaborative spring musical.

P721R has been in a successful partnership with Lincoln Center Education over the past 5 years. During the 2017-18 school year, The Jerome Parker Campus, was showcased as a Lincoln Center Focus school. During this partnership, lead teachers created and implemented an action research project, highlighting the progression of our students through the arts with a specialized focus on how they can increase their capacity for reflection, gain a sense of independence through choice-making, and develop meaningful interactions with peers. Our school is in the fourth year of a Grant, in association with MTI and Broadway Junior. In accordance with the Framework for Great Schools areas of collaborative teachers and supportive environment, this grant allowed us to put on a school-wide production of a musical. This past year we live streamed Lion King JR. across our school sites and our students got a chance to perform the show for their peers, parents and staff. Theatrical arts enhance and enrich our students program, while providing them with a sense of belonging and purpose.

Continuing to highlight the area of Supportive Environment, P721R has strived to attain the Least Restrictive Environment for every student and to show reductions and terminations with related service providers. The data for the 2017-2018 school year is as follows:

Class Ratio : Total 22

1 -D75 Alternate Assessment to D31 Standardized,

7- 12:1:1 to SETSS Inclusion,

6- 12:1:3:1 to 12:1:1,

2 6:1:1 to SETSS-Inclusion,

5-6:1:1 to 12:1:1 ,

3- 8:1:1 to 12:1:1

Terminations: Total 63

12- 1:1 Paraprofessional's

17- Speech Therapy

18- Occupational Therapy,

3- Physical Therapy,

18- Counseling,

1- Hearing,

Reductions: Total 103

37- Speech Therapy,

47 -Occupational Therapy,

23 Physical Therapy,

10- Counseling

4- Vision

These statistics are a testament of the ability of P721R to work towards enabling students to gain greater independence in their least restrictive environment.

Since an area of need was monitoring and revising systems, the administrative team has worked hard to develop a comprehensive action plan to address the below areas of focus (needs) indicated by the PPO completed in April 2018 in order to improve the overall school.

Elements of the Framework for Great Schools Indicating Areas of Focus for the 2018-2019 School Year:

According to P721R PPO (Principal Performance Observation), next steps are to "support teachers with lesson preparation and with developing a better understanding of students cognitive levels and PLOP (present level of performance)". Therefore, our key areas of focus from the Framework for Great Schools for the 2018 – 2019 school year are rigorous instruction (Pedagogy and Assessment) and collaborative teachers (Teacher Support and Supervision.) According to MOTP (measurement of teacher performance) of Advance section 3D, using assessment in instruction, is the area where most growth is needed. Also, based on feedback from district level walk throughs, P721R initially lacked overall vision and guidance for teacher teams and needed updated inquiry team and PLC focus templates. We plan to deepen these areas of focus this school year.

Although P721R scored stronger than the citywide average, an area of focus within the framework will be fostering Strong Family-Community Ties. This past school year, P721R welcomed a new parent coordinator. Sadly, our previous parent coordinator had passed away suddenly February of 2016. As a school community, we anticipated an adjustment period for our new parent coordinator. During the 2018-19 school year, we hired a brand new parent coordinator and the school administration will continue to work to establish strong relationships with families and community members by having the parent coordinator work more closely with the P721R transition office and introduce weekend events to create more accessibility and further support for our parents and students in designated needs areas identified on the Level One Vocational Assessments, qualitative parents feedback and IEP conferences.

To align to the areas of Rigorous Instruction, during the 2018-19 school year, P721R will continue to focus on embedding arts in education and incorporate research-based curriculums aligned to specific student need levels in order to improve student achievement. Purchased curriculums for this year include: Unique, Attainment, Stemscores, EQUALS, and First Author. Our school is also piloting a data tracking system to ensure monitoring For the 2018-2019 school year, P721R will focus on continuing best practices to support students and staff. This includes, utilizing formative assessment tools, such as SANDI and FAST, in order to collect meaningful data for all students in order to more accurately inform instruction. Students will continue to take ownership of what they are learning by continuing to utilize self-assessments that effectively communicate a students voice.

School Demographics and Accountability Snapshot for 75R721

School Configuration (2017-18)					
Grade Configuration	07,08,09,10,11,12,S E	Total Enrollment	417	SIG Recipient (Y/N)	N
English Language Learner Programs/Number of Students (2016-17)					
Transitional Bilingual	N/A	Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Special Education Programs/Number of Students (2015-16)					
# Special Classes (ELA)	N/A	# SETSS (ELA)	N/A	# Integrated Collaborative Teaching (ELA)	N/A
# Special Classes (Math)	N/A	# SETSS (Math)	N/A	# Integrated Collaborative Teaching (Math)	N/A
Types and Number of Special Classes (2016-17)					
# Visual Arts	107	# Music	26	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2015-16)					
% Title I Population	66%	% Attendance Rate		88.8%	
% Free Lunch	64.0%	% Reduced Lunch		0.7%	
% Limited English Proficient	12.0%	% Students with Disabilities		99.5%	
Racial/Ethnic Origin (2016-17)					
% American Indian or Alaska Native	N/A	% Black or African American		20.9%	
% Hispanic or Latino	29.7%	% Asian or Native Hawaiian/Pacific Islander		5.0%	
% White	43.4%	% Multi-Racial		1.0%	
Personnel (2015-16)					
Years Principal Assigned to School	N/A	# of Assistant Principals		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		9.68	
% Teaching with Fewer Than 3 Years of Experience	19.35	Average Teacher Absences		7.2	
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade) (2015-16)	N/A	Science Performance at levels 3 & 4 (8th Grade) (2015-16)		N/A	
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Global History Performance at levels 3 & 4	N/A	US History Performance at Levels 3 & 4		N/A	
4 Year Graduation Rate (15-16)	N/A	6 Year Graduation Rate (15-16, 2010 Cohort)		N/A	
Regents Diploma w/ Advanced Designation (15-16)	N/A	% ELA/Math Aspirational Performance Measures		N/A	
Overall NYSED Accountability Status (2017-18)					
Reward	NO	Recognition		N/A	
In Good Standing	YES	Local Assistance Plan		NO	
Focus District	NO	Focus School Identified by a Focus District		NO	
Priority School	NO	Focus Subgroups	N/A		

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School			
Met Adequate Yearly Progress (AYP) in ELA (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Science (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A
High School			
Met Adequate Yearly Progress (AYP) in ELA (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Graduation (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A

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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

To support students to develop their maximum potential by providing them with essential academic, social, emotional, and behavioral skills. Our program accomplishes this goal by creating a nurturing environment that is physically and emotionally receptive to the needs of our students and their families. We use a collaborative, multi-sensory approach involving age appropriate, research based, individualized instruction. We believe in shared decision making that involves integrating the families and community of the children in our school in order to develop of cooperative and respectful policies that directly and positively impact student achievement.

According to PPO (Principal Performance Observation) from April 2018, P721R next steps are "to help teachers use assessments to confirm each student's appropriate entry point into instruction. This will allow them to create lessons and student groups to support individualized levels and needs, with ongoing opportunities to practice skills using strategies that confirm understanding and learning while supporting independence." Showing us a priority need for our school is to utilize a school wide data collection system in order to analyze school based trends and inform instruction to provide a more rigorous curriculum that meets students individualized levels and needs. Also, suggested to review school wide data tracking systems in order to create one for P721R.

The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment, harnessing the strengths of related service providers, interventions and technology. Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, support professional growth ensuring improved instruction.

P721R has high expectations for academic rigor. We implement the Student Annual Needs Determination Indicators (SANDI) in all of our sites as a diagnostic/summative assessment, as well as, measurement of student learning. We have been using this tool to help identify academic needs, which informs us of writing individualized S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely) IEP goals for all of our students. The SANDI helps staff determine student need areas and aligns those needs to content standards, providing access to grade level standards based curriculum. The FAST is a performance based, short-cycle formative assessment, which informs instruction immediately, monitors progress on high leverage standards and describes how students are progressing in targeted skills that are directly aligned to the Chancellors Instructional Expectations.

Priority needs are addressed in our goals and proposed action plans in order to increase practices of rigorous instruction for the 2018-2019 school year. The Hungerford Schools Instructional Focus will increase opportunity for meaningful assessment indicating next steps for students across all environments, informing purposeful instruction. As a school policy, we will advocate for challenging academic instruction and hands-on opportunities aligned to specific SANDI skills, creating streamlined and targeted instruction for each students unique needs. SANDI

assessments will also be integrated as a living document, aligning with our school marking periods and done throughout five times during the year to ensure effective and timely monitored of targeted and flagged goals outlined in the IEP (September, November, January, March, June and during the development of their IEP). In this way, teachers will be able to capture and analyze data on IEP goals developed from SANDI skill areas in Reading, Writing, Math and Communication.

Professional Learning Communities comprised of teacher teams will meet regularly to plan units of study based upon the needs of their students, analyze student work, data progress monitor & make revisions in both complexity and instructional strategies. Starting in the 2018-2019 school year, we will begin using Attainment Data Keeper to track IEP goals and progress towards instructional goals.

In addition to an increased emphasis on in-house curriculum and instructional rigor, during the 2017-2018 school year 721R also had the opportunity to collaborate with people from the District Office to help our teachers facilitate meaningful instructional practices in their classrooms. Teachers were able to meet with ELA, Math, and Autism coaches to plan lessons and work on their classroom structure. Additionally, we reorganized our instructional track assigning classrooms supplemental programs to use to increase student achievement such as Attainment, Unique, First Author, Failure Free Reading, Equals, ST Math, and STEMScopes.

As an organization we continue to believe that these multiple points of assessment provide teachers with guidance concerning the range of writing skills to be taught, the importance of exposing students to diverse text types, strategies for generating a range of topics, and supporting teachers as they identify multiple entry points into the content so that all students needs are met.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019 students in 6:1:1 class ratios will demonstrate a 5% growth in ELA and Math scores through the use of targeted small group instruction.

Part 3a – Action Plan

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: <ul style="list-style-type: none"> • Evidence-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). 	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?
1. Administrators and curriculum team will provide trainings to classroom teachers on the newly designed unit plans.	Teachers, Administration	September-October 2018	Administration, Lead Teacher
2. School Based coach and lead teachers will provide trainings on how teachers will plan for grouping students based on needs within their lessons	Teachers, Administration	By November 2018	Administration, Lead Teacher
3. PLC'S will come together to brainstorm effective strategies for implementing small group instruction with a focus on IEP goals and SANDI skills into daily lessons. Inquiry teams will determine baseline data for each unit of study and share out any gains that were made during the unit.	Teachers, PLC teams, Students	Weekly Sept-2018-June 2019	Administration, All Teachers
4. Teachers will monitor data collected through Attainment Data Keeper during weekly inquiry meetings. Teachers will continue to treat SANDI as a living document and change scores if necessary.	Students, Teacher PLC's Administration	Weekly Sept 2018.- June 2019	Administration, All Teachers

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school collaborates with families on all aspects of a student's IEP, including the goals. Therefore, parents will have input into the strategies used during small group instruction for their child during lessons to reinforce that IEP goals are generalized into all content areas. The school will also continue to offer workshops around our academic and homework policy.

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.

1. Programs to support academic assessment.
2. Programs to support school curriculum.
3. Academic Intervention programs to support student learning.

4. Arts Education programs to support parent involvement and student learning.
5. Technology- for adaptive equipment and hardware updates to support barrier free student learning.
6. Funds for human resources
7. Funds for non-fictional literature and textbooks.
8. Supplies needed to support small group instruction.
9. Student Stipend to support vocational training programs.
10. Schedule Adjustments

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

<input checked="" type="checkbox"/>	Tax Levy	<input type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	Title II, Part A	<input checked="" type="checkbox"/>	Title III, Part A	<input type="checkbox"/>	Title III, Immigrant
<input type="checkbox"/>	C4E	<input type="checkbox"/>	21 st Century Grant	<input type="checkbox"/>	SIG	<input type="checkbox"/>	PTA Funded	<input type="checkbox"/>	In Kind	<input checked="" type="checkbox"/>	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.

By October 2018, staff will be trained on the unit plans that incorporate SANDI goals/IEP goals into small group instruction. Progress made will be exhibited by teachers designing lessons that unique to their classrooms that utilize leveled small group instruction.

By February 2019 school administration will review school level assessment data. We expect to a 2.5% increase in ELA and Math skills in the 6:1:1 classes. Data will be collected through SANDI, which is a living document, and Attainment Data Keeper.

The Fall SANDI assessment will be complete by the end of October 2018 and results will be analyzed in Professional Learning Communities (PLC) in order to determine areas of focus for individual students after reviewing the data each PLC their inquiry team's focus.

FAST Benchmark 1 will be complete by mid December 2018 and results are will be analyzed during Professional Learning Communities in order to determine areas of focus for individual as well as groups of students.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- SANDI data Fall 2018
- SANDI data Spring 2019
- FAST data Benchmark 1
- FAST data Benchmark 2

Part 5c. In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

In order to create the most supportive environment for our students, P721R provides students with their least restrictive environment (LRE), and promotes independence. As students gain the necessary skills to perform activities of daily living they are able to participate in the academic and vocational programs with more independence and experience greater success. We emphasize safety and transition skills as our students become valued members of the community.

P721R advocates for students to be in their Least Restrictive Environment () as outlined by the IDEA. The basis of is to maximize potential while incorporating students in an environment that allows them the opportunity to be involved in the greatest extent possible in an environment that is most conducive to their learning needs. During the 2016-17 school year, the class ratio LRE is as follows:

The data for the 2017-2018 school year is as follows:

Class Ratio : Total 22

1 -D75 Alternate Assessment to D31 Standardized,

7- 12:1:1 to SETSS Inclusion,

6- 12:1:3:1 to 12:1:1,

2 6:1:1 to SETSS-Inclusion,

5-6:1:1 to 12:1:1 ,

3- 8:1:1 to 12:1:1

Terminations: Total 63

12- 1:1 Paraprofessional’s

17- Speech Therapy

18- Occupational Therapy,

3- Physical Therapy,

18- Counseling,

1- Hearing,

Reductions: Total 103

37- Speech Therapy,

47 -Occupational Therapy,

23 Physical Therapy,

10- Counseling

4- Vision

These statistics are a testament of the ability of P721R to work towards enabling students to gain greater independence.

Based on the feedback from the 2017-2018 PPO, P721R will be implementing protocols and procedures to design more rigorous instruction for our students to meet their unique needs. Based on the more targeted, meaningful and purposeful instruction, we anticipate showing a positive trend in student achievement in terms of our LRE data for the 2018-2019 school year.

Part 2 – Annual Goal

Indicate your school's 2018-19 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.

By June 2019, P721R students will have an increase in moving to a LIS (less intensive services) as measured by a 10% increase in the number of students from the 2017 –2018 school year compared to the 2018 – 2019 school year as evidenced by LIS data collection.

Part 3a – Action Plan

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: <ul style="list-style-type: none"> • Evidence-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). 	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?
1. Administration will require the use of school-wide diagnostic/summative and formative assessments.	Teachers, Students	Sept 2018 Nov 2018 Jan 2019 Mar 2019 June 2019	Administrators, teachers
2. The school provides students with options to promote a healthy lifestyle so students can eliminate challenges and barriers to fulfill student potential in achieving behavioral success (HAP).	Teachers, Students	Daily 2018-2019	Administrators, teachers
3. Professional Development for staff on therapeutic crisis intervention to assisting teachers in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, and reducing potential and actual injury to students and staff.	Counselors, Administration, teachers, students	Early October 2018 and April 2019	Administrators, teachers, Counselors

3b – Parent and Family Engagement

<p>How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.</p>
<p>Administration will meet with the parent coordinator, School Based Coach, IEP coordinator and the transition coordinator and post-secondary agencies in order to create and present workshops that engage and educate families to deepen their understanding of the continuum of Least Restrictive Environment and the impact it has on students as they transition out of D75 and their career or college ready outcomes. The school will offer these trainings from October 2018-May 2019 during the day, after-school and scheduled weekend hours.</p>

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>
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1. Programs to support academic assessment.
2. Programs to support school curriculum.
3. Academic Intervention programs to support student learning.
4. Programs to support PBIS.
5. Arts Education programs to support parent involvement and student learning.
6. Technology- for adaptive equipment and hardware updates to support barrier free student learning.
7. Funds for human resources
8. Funds for non-fictional literature and textbooks.
9. Supplies needed to support workshop model
10. Student Stipend to support vocational training programs.
11. Schedule Adjustment

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

<input checked="" type="checkbox"/>	Tax Levy	<input type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	Title II, Part A	<input checked="" type="checkbox"/>	Title III, Part A	<input type="checkbox"/>	Title III, Immigrant
<input type="checkbox"/>	C4E	<input type="checkbox"/>	21st Century Grant	<input type="checkbox"/>	SIG	<input type="checkbox"/>	PTA Funded	<input type="checkbox"/>	In Kind	<input checked="" type="checkbox"/>	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.

By January 2019 the administrative team will conduct a comprehensive analysis of the LRE data reports to determine that we are on track to increase the number of students moving to a LRE (least restrictive environment) by 5%.

By February 2019 the administrative team will review classroom teachers data that promotes students independence. Data including progress reports from service providers and classroom teachers, BIP (behavior intervention plan), PBIS (positive behavioral intervention system), ABC charts, and service reductions.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Data on LRE
- Progress monitoring of IEP goals
- Reduction in mandates

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on evidence gathered throughout comprehensive research within our school, Professional Learning Communities have shown to improve effective instruction and student achievement. Research has shown that school change that improves teacher practice and student outcomes may be achieved by implementing the Professional Learning Community and inquiry model. Key aspects of increasing student success are to include the development of a collaborative culture, the use of high quality professional development to improve teacher practices, and strong leadership. The ongoing development of the professional learning community model asserts the mission that a student's formal education is not simply to ensure that students are taught, but to ensure that they learn.

However, evidence based on our PPO conducted in the 2017-2018 school year suggests that although the teams were meeting on a regular basis, many professional learning communities lacked overall focus and vision. In April 2018, we implemented inquiry teams in addition to our PLC group. We structured the inquiry teams to follow a 10-week cycle of inquiry. This simple shift, from a focus on teaching to a focus on learning, has profound implications for our school community. The school promotes a culture of cross-curricular learning that is embedded through all interdisciplinary areas. The focus is to intertwine multiple disciplines into one cohesive concept that can be taught by teachers in order for students to access information to generalize skills in their tangible world.

Inquiry teams for the 2018-2019 school year will be implemented to enhance the student experiences and create teacher teams that are intended to support and foster the learning process. The impact of this work will increase coherence, collaboration and rigor in the curriculum, instruction and assessment; increased student achievement as a result of improved teacher practice including alignment of instruction and assessment to the CCLS, and planning curriculum. During inquiry group meetings, teachers will meet to evaluate a designated area of need specific to their student population. Teachers will be provided with the autonomy to select an area of need based on the analysis of data available to them: IEP data, SANDI, FAST, observational data. Teachers will follow a cycle of 10-week inquiry in which they pre and post assessments to monitor their designated area of study. This data will be consistently analyzed on weekly basis to capture the progress and further inform instructional decisions and next steps.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019, site-based inquiry teams will demonstrate a 5% increase in student achievement in the teacher team identified area of need as evidenced by analysis of their developed pre and post assessment data during each 10 week cycle.

*

Part 3a – Action Plan

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: <ul style="list-style-type: none"> • Evidence-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). 	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?
1. Administration will provide common planning time for Professional Learning Communities (PLC) and structure inquiry teams based on class ratio, content area of teaching staff and consideration of homogenous grouping	Administration and teachers	Ongoing	Administration, Teachers: PLC's and Inquiry Teams
2. PLC teams and inquiry teams will select a designated area of inquiry based on a thorough needs assessment. Teams will develop pre and post assessments in order to capture students growth in the selected area.	Teachers, Administration, SBC	10 week inquiry cycles from October 2018-May 2019	Administration, Teachers, PLCs
3. PLC teams will build capacity through collaboration by sharing ideas and concepts as well as analyze data in relation to instruction. The goal is to improve teaching strategies and to improve instruction while gathering a cohesive set of evidence that will work towards informing instruction	Administration, Teachers PLCs, Students	Weekly PLC during 2018-2019 school year	Administration, PLCs
4. The PLCs will act as an inquiry team that investigates instructional impact monthly to determine student achievement, learning gaps and next steps.	Administration Teacher PLCs, Students	Monthly	Administration, PLCs
5. Administration will plan to visit the New Teacher Institute workshop to note new teacher feedback	New Teacher Institute	November 2018 February 2019 May 2019	Administration, NTI Lead
6. Administration will assess plan for faculty meeting to turn-key information learned by school personnel such as teachers, administrators, paraprofessionals and related service providers.	Teachers, Para's, Administrators, Related Service Providers	Monthly Sept 2018- June 2019	Administration, Teachers, Paraprofessionals, Related Service Providers

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

After the post assessments, if the strategies have been found to be effective, classroom teachers will send home the strategy and data to help support the child in their home environment.

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.

1. Programs to support academic assessment.
2. Programs to support school curriculum.
3. Academic Intervention programs to support student learning.
4. Programs to support PBIS.
5. Arts Education programs to support parent involvement and student learning.
6. Technology- for adaptive equipment and hardware updates to support barrier free student learning.
7. Funds for human resources
8. Funds for non-fictional literature and textbooks.
9. Supplies needed to support workshop model
10. Student Stipend to support vocational training programs.
11. Schedule Adjustment

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

<input checked="" type="checkbox"/>	Tax Levy	<input type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	Title II, Part A	<input checked="" type="checkbox"/>	Title III, Part A	<input type="checkbox"/>	Title III, Immigrant
<input type="checkbox"/>	C4E	<input type="checkbox"/>	21st Century Grant	<input type="checkbox"/>	SIG	<input type="checkbox"/>	PTA Funded	<input type="checkbox"/>	In Kind	<input checked="" type="checkbox"/>	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.

By September 2018, School Administration and the School Based Coach will develop and schedule Professional Learning Communities (PLC) to ensure teacher collaboration as evidenced by PLC's agendas and sign-ins. By October 2018, PLC teams will all determine individual student's needs and an inquiry based focus. Mid-point benchmarks will be after every ten weeks when the inquiry team will review data and re-assess the student's individual progress and inquiry team focus. At this time it will be determined if the goals were met and if so, a new focus will be created. If goals were not met the team will re-analyze the delivery of instruction to meet the goal. Administration will review inquiry team sign in sheets, notes and next steps completed within PLC meetings to ensure that teaching staff continues to maintain the tuning protocol.

By September and October 2018, Initial Planning Conferences will be conducted to determine teacher's professional growth plans for the year, with an emphasis placed on what professional development opportunities teachers will pursue. The ADVANCE system will be monitored by school administrators.

By February 2019, inquiry teams will meet and determine if students are on track to show a 5% increase in their identified area by looking at completed 10 week cycle data. Teacher teams will reconvene and determine if other strategies need to be explored.

Administration will meet weekly during cabinet to determine the overall increase of in-house professional development opportunities which are meant to build capacity around best practices and new initiatives as evidenced by agendas and staff sign-in sheets.

Administration will review PLC sign in sheets, notes and next steps completed within PLC meetings to ensure that teaching staff continues to maintain the protocols and cycles of inquiry.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Inquiry team data
 - data points from each week in the 10 week cycle
- inquiry team sign in sheets
- Notes
- Inquiry team next steps

Part 5c. In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

To improve the instructional core across our classrooms by fostering teacher development, our school community is interested in deepening our comprehension of the framework for teaching. In 2017-18, as part of Advance, our school leaders conduct frequent cycles of formative classroom observations and feedback, and ongoing professional development to support improved teacher practice. We want our teachers to know what effective teaching looks like, have a shared language to discuss what’s working and what needs to be improved, and know which actions to take to improve their practice.

Collectively throughout our organization, component 3D data reflects 83% effective and 17% highly effective practices from our educators. Our team has worked to analyze the overall data and teacher ratings for the 2017-2018 school year, reflected in the table below.

Rating	Raw Score in Component 3D	Percent in Component 3D
Ineffective	0/76	0%
Developing	0/76	0%
Effective	63/76	83%
Highly Effective	13/76	17%
Teachers Identified on the Cusp of Developing (Score of <3.00)	14/76	18%

We identified teachers whose overall average score was below a 3.00 (17%), and during the 2018-2019 school year, these teachers will receive additional ongoing training from their site supervisors within their specific needs areas, with a specified focus on Domain 3: Instruction. These teachers will also be encouraged to conduct inter-visitations with educators identified as Highly Effective in their practice. The overall average in component 3D is 3.04 for the 2017-2018 school year. Our goal is to increase this by 5% when analyzing the MOTP data for the 2018-2019 school year.

Classroom observations that provide effective feedback and articulate clear expectations, coupled with the continuous analysis of student work, supports professional growth resulting in improved instruction. Throughout a thorough analysis of our 2017-2018 Advance MOTP data, 3D was analyzed as the lowest scoring component across all Danielson domains.

During the 2018-19 school year, P721R will target its focus on refining assessment practices to ensure that analysis of data provides actionable feedback that ensures all students are aware of their next learning steps to increase achievement. Administration will also will provide the opportunity for our teachers receive training in all aspects of Domain 3D including its subsets of the Danielson Framework in order to target more rigorous, effective teaching strategies.

P71R has developed a comprehensive theory of action based on the area of 3D: Using assessment in instruction that will be communicated as part of our 2018-2019 school-wide vision:

1. We believe if teachers use assessment tools to collect data for all students, then teachers will be able to clearly articulate what students know and are able to do.
2. If teachers are able to understand what students know and are able to do, then teachers can identify priority skills and content they need to teach.
3. If teachers identify new content and skills through a thorough task analysis and use of data, student outcomes and achievement will be improved.

Part 2 – Annual Goal

Indicate your school's 2018-19 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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, teachers will utilize assessment in instruction as measured by an average growth of 5% as evidenced by a comparison of MOTP Advance rating in Domain 3D from the 2017 –2018 school year to the 2018 – 2019 school year.

Part 3a – 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"> Evidence-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). 	<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>1. Administration will plan for teacher pre-conferences to be complete by October 2018 to plan individual goals with teachers. Prioritization of observations, based on need, tenure status, or other relevant factors. First professional conversations (IPC’s) around analysis of student work between teachers and school leaders. Scheduling of first semester observations as soon as initial planning conference is complete by late October 2018. First observations, feedback and next planning steps are provided for all teachers.</p>	<p>Administration and Teachers</p>	<p>By October 2018</p>	<p>Administration</p>
<p>2. November through December, 2018- First and/or second rounds of observations. Identification of trends in student work and student data. Begin to discuss MOSL goal setting option. Continued school visits with Development and Evaluation Coach (JESA) and district staff to provide support. Planning and conducting targeted PD for teachers, based on development needs identified through first round of observations. Weekly administrative cabinet meetings to reflect on Advance implementation with support to make improvements in teachers’ practices. Administration will continue to build teacher growth through the course of feedback and development of clear and next measurable steps with 100% of all teaching staff as measured by the ADVANCE MOTP report.</p>	<p>Administration and Teachers</p>	<p>November 2018 through December 2018</p>	<p>Administration</p>
<p>3. January 2019 through April 2019- Fourth round of observations. Continued school visits with JESA coach and district staff to provide support. Prepare for Spring MOSL assessments.</p> <p>Administration will ensure that teachers are implementing strategies and plans effectively within their classroom by conducting a combination of both informal and formal classroom visits coupled with debrief and feedback for 100% of teaching staff as measured by ADVANCE MOTP reports.</p>	<p>Administration and Teachers</p>	<p>January 2019-April 2019</p>	<p>Administration</p>
<p>4. May 2019 through June 2019- Administrative cabinet evaluates teacher observations and artifacts submitted, reflect on the Advance process, and plan for the upcoming school year.</p>	<p>Administration and Teachers</p>	<p>January 2019-April 2019</p>	<p>Administration</p>
<p>5. Administration will meet with the parent coordinator and School Based Coach to create and present workshops that engage and educate families to deepen their understanding of</p>	<p>Administration and Teachers</p>	<p>Monthly Sept 2018- June 2019</p>	<p>Administration, Parents,</p>

working effectively with teachers to support and enhance student performance.

School Based Coach

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Administration will meet monthly with the parent coordinator and School Based Coach to create and present workshops that engage and educate families to deepen their understanding of assessment practices being used at school and how to incorporate these at home from September 2018 through June 2019.

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.

1. Programs to support academic assessment.
2. Programs to support school curriculum.
3. Academic Intervention programs to support student learning.
4. Programs to support PBIS.
5. Arts Education programs to support parent involvement and student learning.
6. Technology- for adaptive equipment and hardware updates to support barrier free student learning.
7. Funds for human resources
8. Funds for non-fictional literature and textbooks.
9. Supplies needed to support workshop model
10. Student Stipend to support vocational training programs.
11. Schedule Adjustments

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

<input checked="" type="checkbox"/>	Tax Levy	<input type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	Title II, Part A	<input checked="" type="checkbox"/>	Title III, Part A	<input type="checkbox"/>	Title III, Immigrant
<input type="checkbox"/>	C4E	<input type="checkbox"/>	21 st Century Grant	<input type="checkbox"/>	SIG	<input type="checkbox"/>	PTA Funded	<input type="checkbox"/>	In Kind	<input checked="" type="checkbox"/>	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.

By February 2019, 90% of 721R teachers will demonstrate an increase (average of 2.5%) in Advance observed MOTP ratings in the area of Danielson Domain 3: Instruction as evidenced by a growth in components 3D: Utilizing Assessment in Instruction, when analyzing 2018-2019 observation cycles 1 and 2.

Professional development plans and teacher development targets will be developed in conjunction with teachers and school leaders. The data from Initial Planning Conferences will inform planning for professional development, feedback, and ongoing training for teachers. Data from ADVANCE will be analyzed periodically.

All teaching staff will receive in-house training during PLCs on component 3D within the Danielson rubric as measured by the in-house PD tracking system.

The administration will facilitate measures of teacher practice (MOTP) through the course of feedback and development of clear and next measurable steps together prior to the first observation (October 2018).

Administration will ensure that teachers are implementing strategies and plans effectively within their classroom by conducting a combination of both informal and formal classroom visits coupled with debrief and feedback (Ongoing).

Administration will gather and rate evidence of teacher practice in order to conduct a Summative end of Year Conference (April-May 2019).

Staff members will be provided with the opportunity to attend in house, hands-on Professional Development's around needs areas gathered from administrative walk troughs and informal low stakes observations as well as feedback from the qualitative surveys and Initial Planning Conferences.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Data from Advance and observations

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

At the Hungerford School the Parent Coordinator participates in District 75 Borough based workshops to increase awareness of creating long-lasting and effective parents partnerships. The District Office offers 4 Parent Coordinator meetings per year and the Office of Family & Community Engagement (FACE) also offers workshops for Parent Coordinators. D75 topics include Creating a Welcoming Environment, transition, IEPs, SESIS, Health Care Options, and Bi-cultural Parent Engagement. From these partnerships, parents have expressed an interest in increased opportunities for their children to gain vocation and pre-vocational experiences from through work-study and work readiness programs. Our job developer and transition coordinator have reached out to the community to cultivate programs where our students are ensured these experiences. During the 2017-18 school year, we worked on fostering new and maintaining current our family relationships. P721R will work toward increasing opportunities for families to get involved in extracurricular activities and workshops that are targeted at empowering parents.

Understanding the dynamics of a family unit helps gauge the needs of a student and often relates directly to behavioral or school issues that may arise throughout the course of their educational career. Establishing a copious and constructive relationship with parents is the foundation of understanding the inner dynamics of our students, especially those who may be non-verbal. Parents or caregivers are the best source for understanding how the student may generalize academic work to their home atmosphere, utilize coping mechanisms, or bridge the gap between school and home life which is often a separate entity for our students. In the 2017 – 2018 school year, parent workshops were only offered during the school day. During informal meetings, parent teacher conferences, and IEP meetings, parents have expressed their concerns about this being an inconvenient time based on their schedule. During the 2017 – 2018 school year there was initiative of holding Promise meetings on the weekend, which resulted in higher parent involvement and attendance. Previously, when Promise meetings were held during school hours there was minimal involvement and attendance. This showed the need to move parent workshops to take place also after school hours and on the weekends in order to increase parent attendance rates.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, P721R will improve community and family engagement in all aspect of school life as measured by a 5% increase in the availability of workshops for parents to include weekends and after school hours as evidenced by workshop agendas and sign in sheets.



Part 3a – 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"> • Evidence-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). 	<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>1. Parents are encouraged to actively participate on the School Leadership Team and/or Parent Teacher Association by school staff, the Parent Coordinator and PTA working collaboratively to send out notices and increase school community outreach efforts. The administrative team, transition coach and Parent Coordinator will develop an outline for yearly workshops.</p>	<p>PTA, Parent Coordinator, Administration, Teachers</p>	<p>Sept 2018- Nov 2018</p>	<p>Administration, Parents</p>
<p>2. Host non school hour parent workshops and conferences to inform families about their child’s education</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>	<p>Sept 2018- June 2019</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>
<p>3. School personnel will work with the parent coordinator to increase parent’s access to experts within the field during informative workshops.</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>	<p>Sept 2018 June 2019</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>
<p>4. Expand English as a second language, computer and financial literacy classes for parents in order to better support their child’s education.</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents, ELL Teachers</p>	<p>Jan 2019- March 2019</p>	<p>Parent Coordinator, Transition Coach, Administration, Parents</p>

3b – Parent and Family Engagement

<p>If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.</p>
<p>The school will engage families and support their understanding of the component of Strong Family-Community ties by continuing to offer workshops around more accessible times such as weekends and after school hours in order to increase attendance rates. We will also work with parents through the classroom staff by maintaining an open lines of communication. The key personnel responsible for implementation and oversight will be school Administration,</p>

Parent Coordinator, Parents, Teaching Staff, Transition Coordinator and Job Developer from September 2018 - June 2019.

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.

1. Programs to support academic assessment.
2. Programs to support school curriculum.
3. Academic Intervention programs to support student learning.
4. Programs to support PBIS.
5. Arts Education programs to support parent involvement and student learning.
6. Technology- for adaptive equipment and hardware updates to support barrier free student learning.
7. Funds for human resources
8. Funds for non-fictional literature and textbooks.
9. Supplies needed to support workshop model
10. Student Stipend to support vocational training programs.
11. Schedule Adjustments

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

<input checked="" type="checkbox"/>	Tax Levy	<input type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	Title II, Part A	<input type="checkbox"/>	Title III, Part A	<input checked="" type="checkbox"/>	Title III, Immigrant
<input type="checkbox"/>	C4E	<input type="checkbox"/>	21 st Century Grant	<input type="checkbox"/>	SIG	<input type="checkbox"/>	PTA Funded	<input type="checkbox"/>	In Kind	<input type="checkbox"/>	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 administrative team, transition coach and Parent Coordinator will develop an outline for yearly workshops. By October 2018 administration will work with the technology specialist who will update the school website biweekly to make certain that information is available to the family and school community.

By February 2019, administration will review agendas and sign-ins, as well as, review and updated workshop calendar. Administration will work with workshop facilitators to review parental/guardian attendance since implementing Remind 101.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Parent workshop attendance data
- Number of workshops/family events offered on weekends and after-school hours within P721R's organization

Part 5c. In **February 2019**, 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 (For additional guidance, refer to NYSED's memo.)	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)	<ul style="list-style-type: none"> -District 75 placement -Alternate Assessment -Diagnostic and Summative Assessment (SANDI) -Benchmark Assessment (FAST) Review of IEPgoals through quarterly Progress Monitoring reports. 	<ul style="list-style-type: none"> -Attainment -Unique -Get Ready to Learn -BrainPOP -Failure-Free Reading -Wilson Foundations -First Author -RazKids -Achieve 3000 -Flocabulary - Structured Teaching - Project-Based Learning -UniversalDesign for Learning(UDL) -Picture exchange systems -Assistive Adaptive technology -Activities for Daily Living (ADL) -Structured Methods in Language Education (SMILE) -Joint Action Routines (JARS) 	<ul style="list-style-type: none"> -One to one, small group, whole group 	<ul style="list-style-type: none"> -During the school day
Mathematics	<ul style="list-style-type: none"> -District 75 placement -Alternate Assessment 	<ul style="list-style-type: none"> - Attainment -Unique - Get Ready to Learn -BrainPop -Structured Teaching -UDL 	<ul style="list-style-type: none"> -One to one, small group, whole group 	<ul style="list-style-type: none"> -During the school day

	<ul style="list-style-type: none"> -Diagnostic and Summative Assessment (SANDI) -Benchmark Assessment (FAST) Review of IEP goals through quarterly Progress Monitoring reports. 	<ul style="list-style-type: none"> -Picture exchange systems -Assistive Adaptive technology -ADL program -JARS . 		
Science	<ul style="list-style-type: none"> -District 75 placement -Alternate Assessment Diagnostic and Summative Assessment (SANDI) -Benchmark Assessment (FAST) Review of IEP goals through quarterly Progress Monitoring reports. . 	<ul style="list-style-type: none"> - Attainment -Unique -HAP -E-Discovery learning -Structured Teaching -UDL -Picture exchange systems -Urban Advantage Middle School Initiative -Assistive Adaptive technology -JARS BrainPop -Activity Works 	<ul style="list-style-type: none"> One to one, small group, whole group . 	<ul style="list-style-type: none"> -During the school day .
Social Studies	<ul style="list-style-type: none"> -District 75 placement -Alternate Assessment -Diagnostic and Summative Assessment (SANDI) -Benchmark Assessment (FAST) Review of IEP goals through quarterly Progress Monitoring reports. 	<ul style="list-style-type: none"> - Attainment -Unique -Structured Teaching -UDL -Picture exchange systems -BrianPop -Assistive Adaptive technology -JARS . 	<ul style="list-style-type: none"> One to one, small group, whole group . 	<ul style="list-style-type: none"> -During the school day .

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>-District 75 placement</p> <p>-Alternate Assessment</p> <p>Diagnostic and Summative Assessment (SANDI)</p> <p>-Benchmark Assessment (FAST)</p> <p>Review of IEP goals through quarterly Progress Monitoring reports.</p>	<p>PBIS</p> <p>TCI</p> <p>BIP</p> <p>.</p>	<p>One to one, small group, whole group</p> <p>.</p>	<p>-During the school day</p> <p>.</p>
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Section 7: Support for Students in Temporary Housing (STH)

Directions:

- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf>

<u>Part A: FOR TITLE I SCHOOLS</u>	
1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)	N/A .
2. Please describe the services you are planning to provide to the STH population.	
N/A .	
<u>Part B: FOR NON-TITLE I SCHOOLS</u>	
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).	0 .
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.	

N/A

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3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

N/A

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Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<input type="checkbox"/>	Schoolwide Program (SWP)	<input type="checkbox"/>	Targeted Assistance (TA) Schools	<input checked="" type="checkbox"/>	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 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	[0.]	[]	[]
Title II, Part A	Federal	[0.]	[]	[]
Title III, Part A	Federal	[0.]	[]	[]
Title III, Immigrant	Federal	[0.]	[]	[]
Tax Levy (FSF)	Local	[0.]	[]	[]

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<u>Parent and Family Engagement Policy</u>
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. 75R721, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.
<u>Support for Parents and Family Members of Title I Students</u>
75R721 will support parents and families of Title I students by: <ul style="list-style-type: none">● 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

Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC)

75R721, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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 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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.

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