



**2016-17**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**75R721**

**School Name:**

**THE RICHARD H. HUNGERFORD SCHOOL**

**Principal:**

**MARY MCINERNEY**

## 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  
Grades Served: Special Education  
School Address: 155 Tompkins Avenue SI, NY 10304  
Phone Number: 718-273-8622 Fax: 718-727-6994  
School Contact Person: Dr. Mary Mc Inerney Email Address: mmciner@schools.nyc.gov  
Principal: Dr. Mary Mc Inerney  
UFT Chapter Leader: Alphonse Vota  
Parents' Association President: Maritza Sabato  
SLT Chairperson: David Vota  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson):    
Student Representative(s):    
   
CBO Representative:  

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC:   Director: Arthur Fusco  
Director's Office Address: 400 First Ave, NY NY 10010  
Director's Email Address: AFusco@schools.nyc.gov  
Phone Number: 212-802-1662 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 Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
[ Mary Mc Inerney	*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	
[ .	[ .	
[ .	[ .	
[ Jeanne Englert	[ Member/Parent	
[ Roseann Incantalupo	[ Member/Parent	
[ Lori Achkar	[ Member/Parent	
[ Judith Devine	[ Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mike Lee	Member/ Teacher	
Danielle Pellegrino	Member/ Physical Therapist	
David Vota	Member/ Teacher	
Karen O'Brien	Member/ Paraprofessional	
Takesha Crosby	Member/ Parent	
.	.	

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

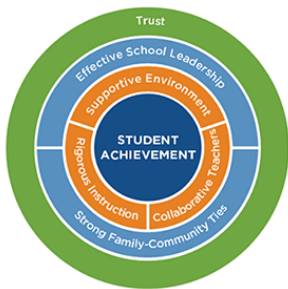
The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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 ESEA requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will form a Title I Parent Advisory Council (PAC) during the 2016-17 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2016.

## 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 Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.



## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### 1. Contextual Information:

At P721R, The Richard H. Hungerford School, our Mission is:

To help students develop to their maximum potential by providing them with essential social, emotional, language, technological and academic 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 cooperative, multi-sensory approach involving age appropriate, individualized instruction. We also believe in shared decision making that involves integrating the families and community of children of our school in the development of harmonious, cooperative and respectful policies that directly affect them.

In addition to the Main Site, P721R hosts 7 off-sites including, IS 24, Jerome Parker Campus, LifeStyles, McKee HS, New Dorp HS, Tottenville HS, and Community Resources. During September 2016, we are opening a second class at Community Resources and expanding our partnership with this agency. Each off-site is designed to enhance the needs of the unique population of students that attend these schools. Our school educates 395 students from grade 6 through 12. The school population is comprised of African American: 22.28%, Hispanic: 27.09%, Caucasian: 44.81%, Asian: 4.30%, and Native Hawaiian/Pacific Islander: 0.76%.

With respect to the effective school leadership component of the Framework for Great schools, during the 2015-2016 school year, our Assistant Principal, Kristin McHugh, received tenure. Nine of our teachers and two guidance counselors also received tenure. 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. As a result of these embedded policies, Senator Andrew Lanza honored one of our teachers, Stacie Vota, for her outstanding role in educating and preparing our students for their future. Our principal, Dr. Mary McInerney, is a member of the the Principal Advisory Committee for District 75. One of our former teachers, who became a District 75 Assistant Principal, is now a District 31 Principal at P.S. 21, The Margaret Emery School. Another former teacher is now a Borough based District Arts Liaison.

At P721R, students are exposed to a variety of work sites based on student interest such as custodial, day care, office, and retail experiences. Work sites focus on work readiness, skill acquisition and employability. Work-study is 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 hold a job. In addition to our work 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.

P721R fosters a school community that takes a vested interest in student learning and motivations. The Main Site offers a plethora of elective courses students may choose from including culinary arts, "Recycle the Bicycle" repair, a girls cheer-leading group, boys and girls dance teams, drama club, photography club, chorus, and gardening club. Each elective functions as an enrichment course to provide students with additional opportunities to develop social and career skills whiling experiencing success in an area they are interested in.

P721R promotes Project-Based Learning (PBL) through monthly projects based around a theme embedded in our schools instructional calendar. This is an instructional approach built upon authentic learning activities that engage student interest and motivation. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Finally, PBL allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

P721R implements Universal Design for Learning (UDL), which is a set of principles for curriculum development that give all individuals equal opportunities and provides access to learn. UDL provides a framework for understanding how to create curricula that meets the needs of all learners.

P721R consistently strives to support and empower its professional staff. The New Teacher Institute at P721R helps to make the first years 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. Goals for the 2016-2017 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.

## 2. Special Student Populations and Needs

P721R serves students with a wide range of disability classifications including, intellectual disability, multiple disability, ASD, other health impairments, emotional disturbance, and hearing impaired. All of our student population is alternately assessed and have 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 and 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 comprehensive, specially designed, one-to-one instruction to teach high school age students how to travel safely and independently on public transportation, where appropriate. 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's Steps to Success, align assessment, access to grade level CCLS, and rigorous research-based instruction in order to specifically target individual student strengths and needs. The SANDI addresses student needs by providing an assessment tool to determine functional skill areas and the corresponding focus statements of the NYS Common Core Standards. 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. P721R administers SANDI twice a year (Fall and Spring).

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 created an atmosphere that fosters learning and student progress. P721R advocates for students to be in their Least Restrictive Environment (LRE) as outlined by the IDEA. The basis of LRE is to maximize potential while incorporating students in an environment that allows them the opportunity to be involved, to the greatest extent possible, in an environment that is most conducive to their learning needs. During the 2015-2016 school year, the class ratio LRE is:

- Eight 12:1:1 students have been moved to 15:1 community schools in District 31.
- Four 12:1:1 students have been moved to SETSS.
- One 12:1:4 student has been moved to 12:1:1.
- One 6:1:1 student has been moved to 12:1:1.
- Three 6:1:1 students have been moved to 8:1:1
- One 8:1:1 student has been moved to 12:1:1.

Related service reductions and terminations for the 2015-2016 school year are:

- Speech: 12 terminations and 56 reductions
- Occupational Therapy: 5 terminations and 20 reductions
- Physical Therapy: 5 termination and 8 reductions
- Counseling: 9 terminations and 13 reductions
- Vision: 2 terminations
- 1:1 Para-Professionals: 4 terminations

These statistics are a testament of the ability of P721R to work towards enabling students to gain independence. In supporting our student's goals for academic and social-emotional growth, P721R has initiated a school wide system to support positive behaviors and a positive atmosphere for learning. Positive Behavior Intervention Supports (PBIS) hold students accountable as members of the school community who have an active role in monitoring their own behavior and encouraging their peers to do the same. This approach is integral to fostering an environment more conducive to learning through the use of a school-wide intervention system. Lead teachers from each site are responsible for attending professional development related to PBIS and turnkeying information to ensure coherence across sites. PBIS data is tracked in every classroom and is centralized and analyzed by the PBIS team. Wave bucks and/or club privileges are redeemed Friday afternoons.

The positive behavior support system is put in place to decrease maladaptive behaviors. Our school-wide intervention system is the W.A.V.E:

- W-We Are Responsible
- A-Always Respectful
- V-Very Safe
- E-Excellent Attitude

### 3. Elements of the Framework for Great Schools and Areas of Focus for 2016-2017:

During the 2015-2016 school year, P721R focused on embedding arts in education in order to improve student achievement in alignment with the vision of the Framework for Great Schools.

To address the Framework for Great Schools area of trust and strong family and community ties, P721R is a proud Parents As Art Partners School. The Center for Arts Education's Parents As Arts Partners program is a unique school-based arts education program that engages parents and families in hands-on, interactive arts education activities with

their children. The program increases parent engagement and involvement in city public schools and in their child's education, creating shared, high quality arts experiences that align with classroom curriculum. Each Parents As Arts Partners program is unique and designed in collaboration with school personnel, teaching artists and parents.

In respect to addressing rigorous instruction and student achievement within the Framework for Great Schools, we have worked to embed the arts within core curriculum areas. P721R has been in a successful partnership with Lincoln Center Education over the past 3 years. During the 2016-2017 school year, The Jerome Parker Campus, is being featured as a Lincoln Centers focus school. During this partnership, lead teachers will create and implement 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 also the recipient of the Schubert 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 our first ever school-wide production of a musical. Throughout this partnership, four of our teachers received ongoing professional development in the arts, and a Schubert project adviser assisted with the technical and production aspects of designing our play. Twenty-five middle school students of ranging abilities were involved in the company, which featured acting, music and dancing. Theatrical arts enhance and enrich our students program, while providing them with a sense of belonging and purpose. This production was showcased in a school-wide event in which family members and the school community was invited to attend.

The Daffodil Project was founded in 2001 as a living memorial to September 11. This is one of the largest volunteer efforts in the city's history and P721R is proud partner with this organization.

In February 2017, the Richard H. Hungerford School will be celebrating our 50th Anniversary.

For the 2016-2017 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. Another focus includes having students take ownership of what they are learning by developing more effective self-assessments that effectively communicate a students voice.

The 2014-2015 NYC School Survey report notes that P721R exceeds the Citywide % for positive responses as compared to District 75 schools in the areas of Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership and Trust. P721R is scoring the same as District 75 in the area of Strong Family-Community Ties.

**School Demographics and Accountability Snapshot for 75R721**

School Configuration (2015-16)			
Grade Configuration	07,08,09,10,11,12,S E	Total Enrollment	277
SIG Recipient		No	
Types and Number of Special Classes (2014-15)			
# Visual Arts	48	# Music	19
# Foreign Language	N/A	# Dance	N/A
# Drama		# CTE	
N/A		N/A	
School Composition (2014-15)			
% Title I Population	66%	% Attendance Rate	90.84 %
% Free Lunch	52.9%	% Reduced Lunch	N/A
% Limited English Proficient	10%	% Students with Disabilities	N/A
Racial/Ethnic Origin (2015-16)			
% American Indian or Alaska Native	0%	% Black or African American	N/A
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	N/A	% Multi-Racial	1%
Personnel (2015-16)			
Years Principal Assigned to School	N/A	# of Assistant Principals	3
% of Teachers with No Valid Teaching Certificate	2.2%	% Teaching Out of Certification	12.2 %
% Teaching with Fewer Than 3 Years of Experience	N/A	Average Teacher Absences	N/A
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	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	N/A	6 Year Graduation Rate	N/A
Regents Diploma w/ Advanced Designation	N/A	% ELA/Math Aspirational Performance Measures	N/A
Overall NYSED Accountability Status (2016-17)			
Reward	No	Recognition	N/A
In Good Standing	Yes	Local Assistance Plan	N/A
Focus District	Yes	Focus School Identified by a Focus District	No
Priority School	No		

**Adequate Yearly Progress (AYP)**

**Elementary/Middle School**

Met Adequate Yearly Progress (AYP) in ELA (2014-15)			
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 (2014-15)			
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 (2013-14)			
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 (2013-14)			
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 (2013-14)			
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 (2013-14)			
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

<Data Sheet Insertion Point>



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

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

### Part 1 – Needs Assessment

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

In May 2015, our school received a Quality Review with a rating of “well developed” in the following indicators, Instructional Core, School Culture and Systems for Improvement. An area of celebration for our school was within the instructional core, domain 1.2 of pedagogy. According to the report, our school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. The administration skillfully aligns staff and student time in highly effective partnerships which support the school’s instructional goals so that instruction improves and students’ academic outcomes increase. 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 ensuing in improved instruction.

P721R has high expectations for academic rigor in our school. We implement the Lakeshore Model, 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, ensuring 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. **Based on our analysis of the 2015-2016 data for SANDI \*\*\*\*, students show strengths/needs in the areas of ....**

Priority needs that are addressed in our goals and proposed action plans align with rigorous instruction for the 2016-2017 school year. These include the continued spotlight on English Language Arts (ELA), with the schools instructional focus being academic vocabulary, ensuring students constantly build the transferable vocabulary they need to access appropriate texts. In math, our schools instructional focus is application where students are expected to use functional math skills and choose the appropriate concept to apply these learned skills. The 2015 Quality Review Report outlines our schools instructional focus as 2.2, aligning assessments to curriculum and the use of ongoing feedback to inform students of progress as well as next instructional steps.

### Part 2 – Annual Goal

Indicate your school’s 2016-17 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 2017, students will demonstrate increased proficiency in ELA and Math skills by a 5% gain in skill mastery as measured by SANDI score from Fall 2016 baseline to Spring 2017.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Administration and lead teacher will provide trainings to official teachers for the implementation of the Student Assessment Needs Determination Inventory (SANDI).	Teachers, Administration	By Sept. 2016	Administration, Lead Teacher
2. Administration and lead teacher will provide trainings to official teachers for the implementation of the Formative Assessment of Standards Tasks (FAST).	Teachers, Administration	By November 2016	Administration, Lead Teacher
3. Administration will create a team of lead teachers to assemble monthly ELA and Math unit plans aligned to the Common Core Learning Standards. Teachers will then utilize unit plans to design differentiated instruction within PLC groups	Teachers, Students	Ongoing	Administration, All Teachers
4. Administration and PLC's will analyze baseline SANDI assessments to determine gaps in student achievement. Within the PLC's, ongoing progress monitoring continues to be part of reaching our annual goal to note that our action plan is moving toward the anticipated trajectory. PLC teams continue to utilize designated protocols to analyze student work in ELA and Math, assisting teachers in unit planning and pacing.	Students, Teacher PLC's Administration	Ongoing	Administration, All Teachers

### 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. SANDI assessment funded by Central.
2. Attainment, Unique Curriculums and First Author Writers Programs, funded with NYS ALT ASSES CURR CW money
3. Achieve 3000, Wilson Foundations, Failure-Free Reading, RAZ Kids Supplemental Reading - INST MONEY (STATE OPERATING STANDARDS)
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)



6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
11. Teacher per session/per diem ARRA RTT Data Specialists Funds.
12. Teacher prep period coverage's from Instructional Program Funds.
13. NYSTL funds for books, hardware, software and textbooks.
14. MoSL funding used for supplies.
15. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.
- 16 VATEA Supply Money
17. VATEA Stipend Money

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

**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.

September 2016-June 2017: Assessments will inform instruction for teachers and assist as an integral part of the planning and preparation process.

Ongoing: School-wide professional development will support teacher instruction.

November 2016: School-wide Fall SANDI assessments will be completed and results will be analyzed in order to determine areas of focus for individual students.

By February 2017 the Standard Reports from the Student Annual Needs Determination Indicators Assessment will be analyzed by Professional Learning Communities to determine overall progression. The PLC data will then be reviewed to determine an increase of up to 3%, as well as, next steps by School Administration.

By February 2016, student report card scores (November-January) and IEP Progress reports will be analyzed in the area of ELA to determine an overall progression of up to 3% and next steps by School Administration.

By February 2017, student report card scores (November-January) and IEP Progress reports will be analyzed in the area of Math to determine an overall progression of up to 3% and next steps by School Administration.

June 2017: School-wide Spring SANDI assessments will be completed and results will be analyzed in order to determine student progress within defined areas of need and focus.

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

**Part 5c.** In **February 2017**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

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

### Part 1 – Needs Assessment

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

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 (LRE) as outlined by the IDEA. The basis of LRE 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 2015-2016 school year, the class ratio LRE is:

- Eight 12:1:1 students have been moved to 15:1 community schools in District 31.
- Four 12:1:1 students have been moved to SETSS.
- One 12:1:4 student has been moved to 12:1:1.
- One 6:1:1 student has been moved to 12:1:1.
- Three 6:1:1 students have been moved to 8:1:1
- One 8:1:1 student has been moved to 12:1:1.

Related service reductions and terminations for the current school year are:

- Speech: 12 terminations and 56 reductions
- Occupational Therapy: 5 terminations and 20 reductions
- Physical Therapy: 5 termination and 8 reductions
- Counseling: 9 terminations and 13 reductions
- Vision: 2 terminations
- 1:1 Para-Professionals: 4 terminations

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

P721R implements Universal Design for Learning (UDL), which is a set of principles for curriculum development that give all individuals equal opportunities and provides access to learn. UDL provides a framework for understanding how to create curricula that meets the needs of all learners.

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 and staff in their self-expression as well as reflection. Emotions are continuously discussed in an open forum in every classroom. 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. This also aligns with our school-wide behavior support and PBIS program that is implemented in every classroom within our organization. As a school, we believe that a student cannot learn unless they

are self-regulated.

During the 2016-2017 school year, we will work towards implementing more incentive programs in accordance with our PBIS in order to create a more supportive environment for our students to learn and achieve. These programs include getting more of our teaching staff trained in Therapeutic Crisis Intervention, incorporating initiatives such as No Place for Hate, Respect for All, and continuing our participation with Universal Design for Learning (UDL).

**Part 2 – Annual Goal**

Indicate your school’s 2016-17 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 2017, students will have decreased maladaptive behaviors as evidenced by a 3% decrease of OORS incidents when comparing the 2015-2016 school year to the 2016-2017 school year.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. The PBIS/UDL team will periodically meet to review behavioral data and implement the PBIS system to reduce maladaptive behaviors and promote coping mechanisms.	Teachers, Students,	Ongoing	Administrators, PBIS Team
2. Administration will require the use of formative/summative assessments.	Teachers, Students	Ongoing	Administrators, teachers
3. 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	Ongoing	Administrators, teachers
4. 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	Ongoing	Administrators, teachers, Counselors

**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. SANDI assessment funded by Central.
2. Attainment, Unique Curriculums and First Author Writers Programs, funded with NYS ALT ASSES CURR CW money
3. Achieve 3000, Wilson Foundations, Failure-Free Reading, RAZ Kids Supplemental Reading - INST MONEY (STATE OPERATING STANDARDS)
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
11. Teacher per session/per diem ARRA RTT Data Specialists Funds.
12. Teacher prep period coverage's from Instructional Program Funds.
13. NYSTL funds for books, hardware, software and textbooks.
14. MoSL funding used for supplies.
15. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.
16. VATEA Supply Money
17. VATEA Stipend Money

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

### **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-October 2016: Analyze OORs data from the 2015-2016 school year to determine trends in the report of incidences.

By September-October 2016: Roll out the initiatives of No Place for Hate and Respect for all within all of our sites. Designate a trained team in order to establish a culture for the initiative and create ongoing, in house professional developments.

By September-October 2016: All students with Crisis Para-professionals Functional Behavioral Analysis and Behavior Intervention Plans will be reviewed to determine their effectiveness and modified accordingly.

By October 2016: Designate members of the UDL team and determine the initiatives they will be working towards in the 2016-2017 school year (continuation of Team Code, Kinems and Apple).

By November 2016: Build capacity around Therapeutic Crisis Intervention for staff. Ensure staff has the opportunity to sign up for TCI Professional Developments.

By February 2017, the Building Response Team will conduct a comprehensive analysis of the OORS data in order to determine trends and/or any fluctuations in incidents. The data will then be reviewed by School Administration to determine a 3% decrease of maladaptive behaviors.

By February 2017, PBIS interventions (universal, targeted and intensive) for individual students will be analyzed by PLC teams in order to determine effectiveness or need for re-evaluation as measured by frequency. The data will then be

reviewed by School Administration to determine a 3% decrease of maladaptive behaviors.

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

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**Part 5c.** In **February 2017**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

Based on evidence gathered throughout comprehensive research within our school, Professional Learning Communities have shown to improve effective instruction, student achievement, and lower teacher turnover. One focus of this research has been the development of schools that are inclusive and meet the educational needs of all students. Research has shown that school change that improves teacher practice and student outcomes may be achieved by implementing the Professional Learning Community 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. This simple shift, from a focus on teaching to a focus on learning, has profound implications for our school community, teachers and students. 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 to their tangible world.

P721R has established 14 collaborative Professional Learning Communities throughout the Main and Off Sites that are grouped homogeneously given class structure and varying student levels. PLC’s meet weekly to discuss curriculum, lesson planning, intervention strategies, structuring IEP goals, positive behavior supports and analyzing student work and progress. The PLC’s have been 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 has been increased 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. As PLC’s, teachers have worked to incorporate more rigor within rubrics and curriculum to consistently evaluate student work products and capture data for informing instructional decisions.

During the 2016-2017 school year, our school will emphasize professional development opportunities to all educators, including teachers, related service providers and para-professionals, to increase their knowledge and pedagogy within the craft of teaching. All members of the P721R organization will be encouraged to pursue professional development opportunities. Para-professionals have the ongoing opportunity to complete Rethink training. P721R will focus on utilizing PLCs as a way to turnkey information gained through these professional development opportunities to increase capacity and sustainability within our organization.

### **Part 2 – Annual Goal**

Indicate your school’s 2016-17 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 2017, our school community will meet the educational needs of all students by improving teacher practice by creating a culture of professional collaboration as evidenced by a 5% increase in professional development opportunities as measured by monitoring an in-house staff sign-up for professional development

workshops, as well as monitoring the District 75 professional development website, [www.district75pd.org](http://www.district75pd.org) .

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Related Service Providers work toward using the in class collaborative service delivery model. This model allows our students to be seen in a naturalistic functional setting. It allows professionals to share and demonstrate evidence-based techniques to improve the delivery of instruction and academic success.	Related Service Providers, Teachers, Students	Ongoing	Related Service Providers, Administration, teachers
2. Administration will provide common planning time for Professional Learning Communities (PLC) based on class ratio, content area of teaching staff and consideration of homogenous grouping	Administration, Teachers, Students	Weekly PLC	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	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 final New Teacher Institute workshop to note new teacher feedback	New Teacher Institute	June	Administration, NTI Lead

**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. SANDI assessment funded by Central.
2. Attainment, Unique Curriculums and First Author Writers Programs, funded with NYS ALT ASSES CURR CW money
3. Achieve 3000, Wilson Foundations, Failure-Free Reading, RAZ Kids Supplemental Reading - INST MONEY (STATE OPERATING STANDARDS)
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)



6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
11. Teacher per session/per diem ARRA RTT Data Specialists Funds.
12. Teacher prep period coverage's from Instructional Program Funds.
13. NYSTL funds for books, hardware, software and textbooks.
14. MoSL funding used for supplies.
15. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.
- 16 VATEA Supply Money
17. VATEA Stipend Money

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

### **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.

September 2016: Administration will develop meaningful Professional Learning Communities with flexible scheduling to ensure teacher collaboration.

October 2016: All Initial Planning Conferences will be conducted to determine teachers professional growth plans for the year, with an emphasis placed on what professional development opportunities they will pursue.

November 2016: Administration will ensure in-house professional development opportunities are available to build capacity around best practices and new initiatives.

December 2016: Administration will monitor the professional development attendance of the teaching staff, para-professionals and related service providers.

February 2017: Administration will review PLC sign in sheets notes and next steps completed within PLC meetings to ensure their effectiveness.

February 2017: Administration will review the meeting notes of teachers and related service provider meetings to discuss the effectiveness of the in service model.

By February 2017: administration will conduct an analysis of teachers Initial Planning Conferences in comparison to their

attendance in professional developments to determine if teachers are approaching their outlined professional responsibilities and goals.

February 2017: administration will measure the in-house professional development tracking system, as well as the District 75 professional development website, [www.district75pd.org](http://www.district75pd.org).

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

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**Part 5c.** In **February 2017**, 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

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

During 2015-2016, the number of tenured teachers with more than five years teaching experience has also increased. The number of teachers with two years of experience or less has increased due to opening more classes in our sites, as well as, a brand new class opening at Community Resources. As a result, there has been a shift to focus our professional development and systems of support throughout this instructional year on our new staff. We have four school-based mentors, who mentor our new teachers across all Hungerford sites. In addition to 1:1 mentoring sessions, New Teacher Institute, the new teachers meet as a cohort for a full day, monthly. We shaped the organizational culture in order to foster professional learning communities via common planning prep periods. This has created multiple professional learning communities. During the 2015-2016 school year, nine of our classroom teachers and two of our guidance counselors completed probation to receive tenure. During this past school-year, one Assistant Principal, has also received tenure.

To support our teachers as we begin to integrate more rigorous standards we want to ensure that teacher development focuses on supporting all teachers to meet the Common Core Learning Standards. In order 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 2015-2016, as part of Advance, our school leaders continued to conduct frequent cycles of formative classroom observations and feedback, and 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. Over the 2015-16 school year, all 8 components were rated during classroom observations.

Our school delivers an engaging, standards-based curriculum that integrates Common Core Learning Standards (CCLS) to meet the needs of a diverse group of learners resulting in increased levels of student achievement. The administration skillfully aligns staff and student time and highly effective partnerships to the school’s instructional goals so that instruction improves and students’ academic outcomes increase. The school community is dedicated to supporting its students and its cohesive efforts result in a safe and productive learning environment. 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. The school works on questioning techniques and discussion protocols to improve students’ work products and classroom discussions to increase mastery of the curriculum by all students.

During the 2016-2017 school year, P721R will target its focus on refining assessment practices to ensure that rubrics and common assessments provide actionable feedback that ensures all students are aware of their next learning steps to increase achievement. Administration will also provide the opportunity for our teachers receive training in all aspects of Domain 3 of the Danielson Framework in order to target more rigorous, effective teaching strategies.

### Part 2 – Annual Goal

Indicate your school’s 2016-17 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 2017, 100% of classroom teachers will demonstrate professional growth in instructional strategies as measured by low-inference data collected using the evaluation and development system, Advance, compared to the summative MOTP scores recorded for the 2015/2016 school year.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Communication of system policies and procedures to staff. 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. First observations, feedback and next planning steps are provided for all teachers.	Teachers	By October 2016	Administration
2. November through December, 2016- First and/or second rounds of observations. Identification of trends in student work and student data. MOSL goal setting. Continued school visits with talent coach and network staff to provide support. Planning and conducting targeted PD for teachers, based on development needs identified through first round of observations. Administrative cabinet meetings to reflect on Advance implementation with support to make improvements in teachers’ practices	Teachers	November through December 2016	Administration
3. January 2017 through April 2017- Fourth round of observations. Continued school visits with talent coach and network staff to provide support. Prepare for Spring MOSL assessments.	Teachers	January-April 2017	Administration
4. May 2017 through June 2017- Administrative cabinet evaluates teacher observations and artifacts submitted, reflect on the Advance process, and plan for the upcoming school year.	Teachers	January-April 2017	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. SANDI assessment funded by Central. 2. Attainment, Unique Curriculums and First Author Writers Programs, funded with NYS ALT ASSES CURR CW money 3. Achieve 3000, Wilson Foundations, Failure-Free Reading, RAZ Kids Supplemental Reading - INST MONEY (STATE OPERATING STANDARDS)

4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
11. Teacher per session/per diem ARRA RTT Data Specialists Funds.
12. Teacher prep period coverage's from Instructional Program Funds.
13. NYSTL funds for books, hardware, software and textbooks.
14. MoSL funding used for supplies.
15. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.
- 16 VATEA Supply Money
17. VATEA Stipend Money

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

### **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.

October 2016: 100% of lead teachers designated by the Principal and UFT Chapter Leader select Local Measures for teacher evaluations and submit recommendations to the principal.

October 2016: 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 for 100% of all teaching staff.

November 2016-January 2016: Staff will receive in-house training during PLCs on Domain 3 within the Danielson rubric.

February 2017: Administration will conduct all mid-point evaluations and complete post-conferences by providing timely and constructive feedback 100% of teaching staff. The administration will analyze teachers in need of further assistance in the 4 components of evaluation: planning and preparation, classroom environment, instruction and professional responsibilities and provide them with individualized support accordingly.

February 2017: 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.

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

||

**Part 5c.** In February 2017, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

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.

For the past 13 years, P721R is the proud recipient of: The Center for Arts Education’s Parents As Arts Partners Grant. This program is a unique school-based arts education program that engages parents and families in hands-on, interactive arts education activities with their children. The program seeks to increase parent engagement and involvement in city public schools and in their child’s education, creating shared, high quality arts experiences that align with classroom curriculum.

P721R focuses on empowering parents and families, which involves increasing knowledge and skills and boosting motivation to achieve a desirable outcome, and it refers to a continuum of experiences that offer the individual opportunities to utilize his or her own competencies to learn new information and skills. Much of the research on parent involvement asserts that in order for the process of empowerment to be effective, it must allow the individual time to practice new skills in a supportive environment to work towards new goals. A parent’s role in the education of a child with a disability is a unique one. The role of parents of a child with a disability shows a level of complexity and intensity not generally found in the typical population.

The overall goal of our school is outlined by positive trends in research to increase parent involvement and relationships between students include be them: playing an active role in education and the decision-making process, receiving greater access to resources, effecting change in each others lives and community, feeling a part of a group and sense of belonging, experiencing hope and change perceptions by learning to think critically. The school seeks to establish ongoing training and support groups with interested parent parties and work towards increasing connections between families and their students. In P721R the Parent and Transition coordinator work collaboratively to facilitate school-based workshops to meet the parent’s needs. Regretfully, in February of 2016, our beloved Parent Coordinator for the past 12 years, Janet Manolokas, passed away. As a school community, we came together to commemorate her life and the positive influence she had within our school. Although we have been without a Parent Coordinator for the remaining school year, we have hired a new Parent Coordinator who will begin on July 1, 2016.

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 2015-2016 school-year, our developers had secured a total of 32 work-site programs, which involved 61 students participating in at least one activity per week. Currently, we have 107 students participating in 36 work-sites. During the 2016-2017 school year, we will work on maintaining our family connections created through Janet, with our

new Parent Coordinator to ensure her legacy lives on. P721R will work toward increasing opportunities for families to get involved in extracurricular activities and workshops that are targeted at empowering parents.

**Part 2 – Annual Goal**

Indicate your school’s 2016-17 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, M measurable, Achievable, Relevant, and Time-bound.

By June 2017, P721R will improve family and community engagement in all aspects of school life by increasing workshop presentations and work-study programs, 5% as compared to the numbers presented in school year 2015-16.

**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Parents are encouraged to actively participate on the School Leadership Team and/or Parent Association.	PA, Administration, Teachers	Sept.- Nov 2016	Administration, Parents
2. Host frequent parent workshops and conferences to inform families about their child’s education	Parent Coordinator, Transition Coach, Administration, Parents	Sept.-June at least 4X	Parent Coordinator, Transition Coach, Administration, Parents
3. Increase parent’s access to experts within the field.	Parent Coordinator, Transition Coach, Administration, Parents	Sept.2016- June 2017	Parent Coordinator, Transition Coach, Administration, Parents
4. Expand English as a second language, computer and financial literacy classes for parents in order to better support their child’s education.	Parent Coordinator, Transition	Jan.2017 - March 2017	Parent Coordinator, Transition Coach, Administration.



	Coach, Administration, Parents, ELL Teachers		Parents
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**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. SANDI assessment funded by Central.
2. Attainment, Unique Curriculum and First Author Writers Programs, funded with NYS ALT ASSES CURR CW money
3. Achieve 3000, Wilson Foundations, Failure-Free Reading, RAZ Kids Supplemental Reading - INST MONEY (STATE OPERATING STANDARDS)
4. Get Ready to Learn funded with Tax Levy Money
5. Parent Involvement – Remuneration and Instructional (parent coordinator funds)
6. PBIS funded with Instructional Program Money
7. Two Legislative Grants in process one for adaptive equipment, one for hardware updates.
8. RESO A.
9. Parents as Arts Partners Grant, Center for Arts Education.
10. Teacher per session, TL Citywide Instructional Expectations CW INQUIRY TEAM.
11. Teacher per session/per diem ARRA RTT Data Specialists Funds.
12. Teacher prep period coverage’s from Instructional Program Funds.
13. NYSTL funds for books, hardware, software and textbooks.
14. MoSL funding used for supplies.
15. TL ELL/Special Needs Partner Arts Project OTPS CW and PS CW.

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

**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.

September 2016: Initial PA and SLT Meeting will be held to determine composition of the team and outline school, parent and community goals.

November 2016: The Transition Coach and Parent Coordinator will develop an outline for yearly workshops. Administration will then review workshop agendas to make certain that there is a 3% increase of meetings from the 2015-16 school year.

Ongoing: Technology Specialist will update the school website biweekly to make certain that information is available to the family community.

February 2017:, there will be an increase in parent participation in school events by 3% as evidenced by parent

attendance.

February 2017: Administration will review data provided by the Job developer to determine that new work-study opportunities for our students are in place as evidenced by a 3% increase of such opportunities.

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

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**Part 5c.** In February 2017, 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>-District 75 placement</li> <li>-Alternate Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Attainment</li> <li>-Unique</li> <li>-Get Ready to Learn</li> <li>-BrainPOP</li> <li>-Failure-Free Reading</li> <li>-Wilson Foundations</li> <li>-First Author</li> <li>-Raz Kids</li> <li>-Achieve 3000</li> <li>-Flocabulary</li> <li>- Structured Teaching</li> <li>- Project-Based Learning</li> <li>-Universal Design for Learning (UDL)</li> <li>-Picture exchange systems</li> <li>-Assistive Adaptive technology</li> <li>-Activities for Daily Living (ADL)</li> <li>-Structured Methods in Language Education (SMILE)</li> <li>-Joint Action Routines (JARS)</li> </ul>	<ul style="list-style-type: none"> <li>-One to one, small group, whole group</li> </ul>	<ul style="list-style-type: none"> <li>-During the school day</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-District 75 placement</li> <li>-Alternate Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Attainment</li> <li>-Unique</li> <li>- Get Ready to Learn</li> <li>-BrainPop</li> <li>-Structured Teaching</li> <li>-UDL</li> <li>-Picture exchange systems</li> <li>-Assistive Adaptive technology</li> <li>-ADL program</li> <li>-JARS</li> </ul>	<ul style="list-style-type: none"> <li>-One to one, small group, whole group</li> </ul>	<ul style="list-style-type: none"> <li>-During the school day</li> </ul>

<b>Science</b>	[-District 75 placement -Alternate Assessment	[- Attainment -Unique -HAP -E-Discovery learning -Structured Teaching -UDL -Picture exchange systems -Urban Advantage Middle School Initiative -Assistive Adaptive technology -JARS BrainPop -Activity Works	[One to one, small group, whole group	[-During the school day
<b>Social Studies</b>	[-District 75 placement -Alternate Assessment	[- Attainment -Unique -Structured Teaching -UDL -Picture exchange systems -BrianPop -Assistive Adaptive technology -JARS	[One to one, small group, whole group	[-During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	[-District 75 placement -Alternate Assessment	[PBIS TCI BIP	[One to one, small group, whole group	[-During the school day

## 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/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf>

**Part A: FOR TITLE I SCHOOLS**

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.)

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2. Please describe the services you are planning to provide to the STH population.

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**Part B: FOR NON-TITLE I SCHOOLS**

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).

[

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2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

[

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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](#).

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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.					
[ ]	Schoolwide Program (SWP)	[ ]	Targeted Assistance (TA) Schools	[X]	Non-Title I

### Part 2: All Title I Schools

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

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

[ ]

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

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

[ ]

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

[ ]

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

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

[ ]

**Part 4: SWP Schools Only**

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

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

[. ]

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

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

[. ]

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	[0.]	[. ]	[. ]
Title II, Part A	Federal	[0.]	[. ]	[. ]
Title III, Part A	Federal	[0.]	[. ]	[. ]
Title III, Immigrant	Federal	[0.]	[. ]	[. ]
Tax Levy (FSF)	Local	[0.]	[. ]	[. ]

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

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



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

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

- 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.

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **School-Parent Compact (SPC) Template**

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

## **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child

and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- 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.