



2016-17
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	30Q150
School Name:	P.S. 150 QUEENS
Principal:	CARMEN PARACHE

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: PS 150Q School Number (DBN): 30Q150

Grades Served: PK-6

School Address: 40-01 43rd Street, Sunnyside, NY 10004

Phone Number: 718-784-2252 Fax: 718-729-7823

School Contact Person: Carmen Parache Email Address: cparache@schools.nyc.gov

Principal: Carmen Parache

UFT Chapter Leader: Ann Wine

Parents' Association President: Sala Johnson and Nami Russo

SLT Chairperson: Deborah Alexander

Title I Parent Representative (or Parent Advisory Council Chairperson): Maria Gonzalez

Student Representative(s): N/A

CBO Representative: N/A

District Information

District: 30 Superintendent: Dr. Philip Composto

Superintendent's Office Address: 28-11 Queens Plaza North, Long Island City, NY 11101

Superintendent's Email Address: PCompos@schools.nyc.gov

Phone Number: 718 391 8323 Fax: 718-391-6147

Borough Field Support Center (BFSC)

BFSC: QPN Director: Lawrence Pendergast

Director's Office Address: TBD

LPender@schools.nyc.gov

Director's Email Address:

917-225-2020

718-391-8320

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carmen Parache	*Principal or Designee	
Ann Wine	*UFT Chapter Leader or Designee	
Sean O’Connel	*PA/PTA President or Designated Co-President	
.	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	
Deborah Alexander	Member/ Parent	
Jeannine Bradley	Member/Teacher	
Mark Lilakos	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eliana Jarmamillo	Member/ Teacher	
Elsa P Hurtado	Member/ Teacher	
Monica Samuels	Member/ Teacher	
Nami Russo	Member/ Parent	
Meredith Faltin	Member/ Parent	
Alison Liu	Member/ Parent	
Asma Guerrab	Member/ Parent	
Michelle Nix	Member/ Parent	
	Member/	

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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported,

and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to 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.

PS 150's mission is to have all of our students achieve at their highest level and potential by providing individualized instruction in a safe and nurturing environment. We also strive to develop students' awareness and respect for cultural diversity. It is important for our students to give back to the community. Therefore, every grade is involved in service projects where they raise awareness, collect resources and money to give to designated organizations. Our school is located in a diverse community. It has an annex which houses our pre-kindergarten and kindergarten classrooms. We educate pre-K through 6th grade students from a variety of countries and linguistic backgrounds. Some of our students are new immigrants and first-generation Americans. The average attendance rate is 97%.

PS 150Q is a "Reward School" for two consecutive years. The State has given us this recognition for the continuous progress that our students make in ELA and Math. We are considered a high performing Title I school who has maintained good standing throughout the years.

We offer a variety of programs, such as monolingual classes in grades pre-K through sixth, one talented and gifted class per grade in Kindergarten through fifth grade, seven self-contained ESL classes- two in Kindergarten and 1st grade, and one in 2nd, 3rd, 5th, 4th, and 6th grade. We also have one dual language class in grade Kindergarten through 5th. We have an integrated team teaching class on each grade. There are four self-contained classes – k, 1/2, 3/4 and 5/6. Additionally, there is a full-time and part-time ENL teacher providing in-class services to mandated ENL students. Qualified students receive a variety of support services, such as response to intervention, academic intervention, SETTTS, speech, physical and occupational therapy, mandated and preventive counseling, ENL after school program and Project Intervention and Saturday Academy.

Our curriculum for ELA and Math are aligned to the Common Core State Standards. We have moved into creating reading and writing units that are aligned to either Social Studies or Science. There are culminating projects for most of the units where students get the opportunity to share their learning with specific audiences, parents, peers or other grades. To supplement the math and enrich students' math skills, we use exemplars. Our math coach has a Math League for the students who are excelling in math. Our exemplary arts program affords students with the opportunity to receive music, visual arts, and drama instruction within their academic day. Students also participate in additional enrichment activities, such as Chess in the School, Chorus and Band.

We are proud to say that our parent body is very strong and active, participating in many activities. These activities include the Parent-Teacher Association, School Leadership Team, Chess Tournaments, math and literacy curriculum nights, other , fund raising events.

Strengths:

Student Achievement:

- Our school continues to be a high achieving school that continues to perform above the State, City and District in both ELA and Math.

Supportive Learning Environment:

- Our curriculum is fully aligned to CCLS.
- We have high expectations for ALL of our students.

- Students engage in high level questions and discussions.
- Guidance counselors facilitate monthly assemblies that cover character education.
- Our guidance counselors are present during lunch periods to meet with students and address their concerns in a proactive manner.
- We utilize the Positive Behavior Intervention to highlight and acknowledge students who are following the norms of the school.
- For recess, we are working with Playworks. Students are learning games. The playworks facilitator is also teaching our students team work and mediation skills.

Effective Leadership/Collaborative:

- School administrators conduct student-focused walkthroughs with teachers.
- School administrators conduct the rounds of observations and provide teachers with specific feedback. Conversations are embedded in each cycle as a way of increasing reflection of practices.
- Teachers work together to make regular adjustments to the curriculum.
- Teachers and administrators use data to drive instructional practices and professional development sessions.
- Teachers share best practices with their colleagues and facilitated professional development sessions.
- Teachers conduct peer observations as a way of increasing effective practices.

Outside Partnerships:

- Students receive instruction in the arts - visual arts, music and drama within the school day.
- We have a wonderful partnership with the parents and PTA. They are very supportive and participate in many school activities.
- Our curriculum is aligned to CCLS.
- Teachers work together to make adjustments to the curriculum.
- Teachers share best practices with their colleagues and run professional development sessions.
- We have monthly assemblies facilitated by our guidance counselors which cover character education.

Accomplishments:

- Our school continues to be a high performing school. We have been identified for two years in a row as a Reward school by the State for our continuous high achievement.
- We will be a Showcase school in 2016-2017 where we will be highlighting our best practices in teacher development and instruction.
- Our ELA and Math State score are always above State, City and District. In addition, we are also one of the top schools in the district.
- For math, we continuously demonstrate growth. We are the top scoring elementary school in the district.
- Our school remains in good standing with the State for ELA, Math, Science and all the subgroups.
- We have a strong PTA and parent body that supports the school.
- Teachers regularly collaborate and work in teams to improve curriculum, lessons and practices.
- As a way of increasing teacher effectiveness, teachers are participating in peer observations.
- Teachers develop leadership skills and moving on to become principals.
- Teachers using technology- Smartboard and Elmos to enhance instruction.
- We have a great partnership with La Guardia College and receive many student-teacher interns.
- Parents participating in Parents as Learning Partners.
- Despite budget challenges, we continue to have the integration of the arts.
- We have an additional specialty teacher, so there can be a weekly planning period for teachers.
- We have implemented the Positive Behavior Intervention System. Students receive commendation cards for positive behavior. Students and classes receive monthly acknowledgements which are based on amount of commendations received.
- We have a yearly 5th grade play which highlights students' talents.
- Our band and chorus each year receives gold and bronze awards for their performance at the NYSSMA

presentations.

- Students from K-6 are participating in community projects where they make a difference and raise awareness. This is a student led activity.

Challenges:

Student Achievement:

- ELA continues to be an area of focus.
- Our lowest 1/3 is higher for ELA, we have the following score level 1 on the State Test:
- 3rd grade- 5 students, 4th grade- 5th- and 6th grade
- On the state test for ELA, we notice that the ELL students who fall in the lowest 1/3 are our former ELL students.
- Teachers regularly checking for understanding during their lessons.
-

Supportive Environment:

- We need to continue to provide our students with learning activities that address language and vocabulary acquisition for all learners. We need to continue to work on rigorous and differentiated learning activities.

Collaboration:

- On the quality review, our area of focus is continuity of instruction across classes.

In order to have continuity of practices, teachers need to continue to plan units and lessons collaboratively.

School Information Sheet for 30Q150

School Configuration (2015-16)			
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	1147
			SIG Recipient
			No
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
		# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A
		# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A
# Foreign Language	N/A	# Dance	N/A
		# Drama	N/A
		# CTE	N/A
School Composition (2014-15)			
% Title I Population	46%	% Attendance Rate	96.29%
% Free Lunch	66.1%	% Reduced Lunch	N/A
% Limited English Proficient	13%	% Students with Disabilities	10.7%
Racial/Ethnic Origin (2015-16)			
% American Indian or Alaska Native	1%	% Black or African American	1.0%
% Hispanic or Latino	46.2%	% Asian or Native Hawaiian/Pacific Islander	28.4%
% White	22.6%	% Multi-Racial	1%
Personnel (2015-16)			
Years Principal Assigned to School	10	# of Assistant Principals	3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	9.0%
% Teaching with Fewer Than 3 Years of Experience	0.0%	Average Teacher Absences	7.4
Student Performance for Elementary and Middle Schools (2014-15)			
ELA Performance at levels 3 & 4	45.3	Mathematics Performance at levels 3 & 4	63.6
Science Performance at levels 3 & 4 (4th Grade)	90%	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 (2015-16)			
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES	ALL STUDENTS	YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	YES	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	YES
Economically Disadvantaged	YES	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	YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	YES
Economically Disadvantaged	YES	ALL STUDENTS	YES

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

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.

Strengths:

- Based on our continued writing focus , we saw an increase an increase in students' scores on the short responses.
- Students have increased their ability to use relevant textual evidence to support their claims.
- As a result of language prompts and sentence frames, the students’ conversations have become stronger.

Needs:

- There was a decrease in the students’ scores with extended responses.
- Currently, our lowest one third is having difficulty meeting the State Test requirements in ELA. The students who are having the greatest difficulty are our English Language Learners, especially former and long-term ELLs. In addition, our self-contained population has the greatest amount of level 1 in ELA. Below is the data for the subgroups and chart with the ELA data for the “Did not meet.”

ELA data:

1. This year, our ELA scores went from 44 percent to 57 percent of students scoring a level 3 and 4.

Below are the results by grade and skill:

Year/ 3 rd grade	RI 3.8	RI 3.3	RI 3.5
15-16	77%	64%	69%
14-15	58%	48%	
4 th grade	RI4.1	RI 4.2	RI 4.3
15-16	85%	76%	78%
14-15	70%	47%	66%
5 th grade	RI 5.2		
15-16	85%		

14-15	70%		
6 th grade	RI 6.5		
15-16	84%	88%	83%
14-15	74%	68%	54%

For comprehension, our data reveals that the following are areas that we need to strengthen:

The comprehension areas that we need to strengthen are the following:

Grade	Words and Vocabulary	Main Idea and key details	Words, phrases and paragraph fit overall structure	Craft: Author's Point of View
3	RI 3.4 2016: 50% 2015: 63%	RI 3.3 2016: 54% 2015: 63 %	RI 3.5 Text features 2016: 54%	
4	RL 4.4 2016: 50% 2015: 63%	RL 4.2/ 4.1 2016: 52%/ 57% 2015: 65 %/ 72%	RL 4.5 2016: 56% 2015: 74%	
5	RI 5.4 2016: 56% 2015: 79%	RL 5.2/ 5.5 2016: 69%/56% 2015: 85%/57%	RL 5.8 2016: 53% 2015: 70%	
6	RI 6.1 2016: 44% 2015: 58%	R 6.4/ 6.5 2016: 52%/57% 2015: 65%/63%	6.2 2016: 65% 2015: 70%	RL 6.6 2016: 37% 2015: 55%

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, all grades will collaboratively plan and implement weekly shared reading sessions that target specific comprehension skills. We expect to see a 30% increase in our June comprehension assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Classroom teachers will collect shared reading materials that target vocabulary, main idea and key details or theme and how words, phrases and paragraphs fit the overall structure of the text. Teachers will create binder for each teacher with text and targeted skills for each day..</p>	<p>All grades</p>	<p>May 2016- June 2017</p>	<p>Principal and APs</p>
<p>Classroom teachers will receive ongoing professional development around the following:</p> <ul style="list-style-type: none"> - Identifying tier 3 vocabulary from shared reading text - Identifying main idea and key detail by looking at the cover, title, chunks of text and asking "What is this text all about?" Extracting details that support the main idea -Identify how words, sentences, paragraphs, chapters, text features ties into overall structure of the text by having students read closely and mark the text and ask "How does this fit into overall structure?" -Looking at author's craft by asking "Why does author do this?" <p>For SWD students, they will be provided with more concrete ways of identifying the main idea and key details, like videos.</p> <p>For ENL students, the teacher will provide visuals, explicit anchor charts, language stems and prompts</p>	<p>All grades</p>	<p>Sept 2016- June 2017</p>	<p>Principal and APs</p>

For both SWD and ENL, we will use thinking maps as a way of helping students with these areas.			
Classroom teachers will assess comprehension regularly and track progress by giving monthly comprehension assessments for both literature and non-fiction.	ELA grade leader +1	Sept 2016- June 2017	Principal and APs
Parents will receive ongoing information about the shared-reading work and how it is targeting the comprehension skills.	All grades	Sept 2016- June 2017	Principal and APs

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.

10% of the Title 1 and tax levy has been set aside for professional development to pay for consultants, tax levy funds for per diem. We will also use Title 1 set aside for parent involvement to provide teachers with per session to conduct parent workshops. Percentage of Title III funds will be used for the ENL after-school program and parent workshops.

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

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

Part 5 – Progress Monitoring

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

In February 2017, we will check the progress of this goal using the monthly comprehension assessments. By this time, we expect to see a 20% increase in comprehension across grades 2-6..

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

Reading comprehension assessments

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.

Strength:

There was an increase in ELA State result for 2016. We went from 45 % proficient in 2015 to 57% in 2016.

In writing, there was an increase in short responses across grades. See comparison data below:

RI.3.1	RI.3.6	RI.3.8	RL.3.3	RL.3.5	
62%	67%	77%	64%	69%	
-	-	58%	48%	62%	
RI.4.1	RI.4.2	RI.4.6	RI.4.7	RL.4.2	
85%	76%	71%	72%	69%	
70%	47%	-	-	-	
RI.5.2	RL.5.2	RL.5.3	RL.5.4	RL.5.5	
85%	85%	85%	77%	82%	
70%	-	87%	78%	-	
RI.6.2	RI.6.5	RI.6.6	RL.6.2	RL.6.3	RL.6.5
91%	84%	78%	88%	83%	75%
-	74%	-	68%	54%	-

Needs:

The percentages for extended responses were low for all the grades. See data below.

Grade	Extended Responses:
3 rd Grade	W3.2 - 43%
4 th Grade	W4.2- 56%
5 th Grade	W5.2- 57%
6 th Grade	W6.2- 67%

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 receive monthly peer and teacher feedback in their writing notebooks as a way of increasing writing stamina. We expect to see a 10% increase in ELA extended writing responses.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will receive professional development on the importance of reviewing student notebooks and providing feedback.	ALL students	November 2016	AP and Principal
Teachers will develop a system of ensuring that students are aware of feedback and use it to improve their writing. For SWD and ENL students, students will receive differentiated rubrics/checklists. They will also have sample feedback, sentence frames and prompts.	All students	Sept 2016- June 2017	AP and Principal
Teachers will review student notebooks and feedback at monthly team meetings beginning November 2016.	Teachers	November 2016- May 2017	AP and Principal
Teachers will assess and monitor progress in writing with the monthly unit writing tasks	Teachers	October 2016- May 2017	AP and Principal

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.

Taxy levy and Title I SWP to pay for professional development and per diem.

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

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

Part 5 – Progress Monitoring

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

By February, we will have monthly peer feedback for at least 4 months. We expect to see a one point increase on writing rubrics for the area of elaboration.

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

Writing notebooks and end of unit writing products.

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.

Strengths:

- Our students are doing well solving problems in multiple ways.
- We have increased math conversations. Students are articulating their thinking and justifying their answers.
- Students are using math models to increase their understanding of base 10.

Needs:

- Our students are still having difficulty with word problems across all grades and subgroups.
- Below is the math data for our subgroups and students who “Did not meet.”

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, all grade teams will collaboratively add two real life tasks/ projects where students will have the opportunity to practice representational skills. By June 2017, all units will have real life tasks. We will see a two point increase in math rubrics that measure performance on these tasks, especially with representational skills.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Teacher teams will work on selecting tasks from exemplars or Engage NY for each unit.	ALL grades	Sept 2016- June 2017	Principal, Aps, Math Coach
Teacher teams will receive ongoing professional development in the area of real life tasks and math representations.	ALL grades	Sept2016- May 2017	Grade leaders, Principal and Coach
Classroom teachers will continue to receive professional development from Metamorphosis and continue to learn about strategies that will target the deficient skills and math representations.	ALL grades	September 2015- May 2016	Aps and coach
SWD and ENL students will receive visual representations, sample, language prompts and frames. They will also have guiding questions that will assist with the completion of these tasks. The tasks may also be differentiated for these two sub-groups	ALL grades	Nov 2016- May 2017	Aps and coach
Teachers will participate in student-focused walkthroughs to view the implementation of these tasks and assess how students are representing math problems.	ALL grades	Nov 2016 - May 2017	Principal, APs, team leaders and coach
Parents will receive workshops pertaining to these tasks.	ALL grades	Nov 2016- May 2017	Teachers, principal and APs

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.

Set aside 10% Title 1 for professional development and tax levy funds to pay for consultants, tax levy funds for per diem.

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

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

Part 5 – Progress Monitoring

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

In February 2017, we will review the progress of this goal. Each grade will have inserted tasks for five units. We should be able to see a one point increase on the math rubric.

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

Unit maps

Tasks

Math assessments

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.

Strengths:

- We have scheduled additional common planning time.
- We hired an additional specialty teachers, so classrooms teachers can have an additional weekly planning period.
- Teacher team work collaboratively to plan and revise the curriculum and unit plans.
- Teacher teams conduct weekly inquiry.
- Teachers conduct peer observations to improve their practice.

Need:

- On the 2014-2015 QR, our area of focus is building consistency of practices across all classes.

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, our administrators will have engaged teachers in five student- focused walkthroughs to assess student engagement and ongoing assessment across classes by using a rubric. We expect to see 80% of our classrooms establish consistency of practices as measured by the walkthrough tool.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will continue to receive training related to instructional rounds and collecting low inference	PK-6	November-2017	Principal and AP
Teachers will receive professional development around student engagement for high level students. For SWD and ENL, the strategies that will be put into place to increase engagement are the following: -Differentiation of instruction, such as small groups -Language goals and sentence frames -Questions prompts -Graphic organizers, such as thinking maps -Visuals -Use of technology -Manipulative and hands-on activities -	PK-6	November and December Grade Meetings	Principal and AP
Teachers will share the information with the school community via email and on Monday PD days.	ALL teachers	November January , March May	Principal and APs

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.

Tax Levy will be used for per diem to hire subs to cover grade leaders

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

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

Part 5 – Progress Monitoring

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

By February 2017, we will check on the progress of this goal. We expect that to have a minimum of two student-focused walkthroughs completed. For the mid-year review, we will compare both walkthrough data

We expect to see a 20% increase in student engagement and coherence of this practice across classrooms.

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

We have a walkthrough tool that we use to measure student engagement. In addition, we will also be quantifying the amount of classrooms where we view effective student engagement.

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.

Strength:

Our parents are regularly involved in our school activities. The data from the school environment survey reveals that we have strong family ties. The overall percentage for this area was 89%.

Needs:

Although we have 89% percentage of strong family ties, it is below the City which is 91%. In addition, the area that received the lowest percentage is regular communication with families. We only had 87% percent of parents indicating that there is regular communication.

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, Measurable, Achievable, Relevant, and Time-bound.

By June 2017, we expect to have implemented the Remind communication system as a way of regularly sending out reminders and notifications to parents. By June 2017, we expect to have 70% of our parents registered.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will use Remind application as a way of maintaining regular communication with parents via telephone text and email.	All parents	Sept. 2016	Ap, Principal and parent coordinator
PTA will help us recruit contact information	PTA	Monthly Sept 2016- June 2017	PTA AP and principal
Parent coordinator will send regular notifications via new system	Parents	Monthly Sept 2016- June 2017	Parent coordinator AP and principal
Parent coordinator to hold monthly information sessions about activities going every month	Parents	November 2017	Parent coordinator AP and principal
Parent workshop for ENL and SWD parents	Parents	December 2016 February 2017	Teachers and

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.

Set aside Tax level and Title parent involvement funds to allocate per session funds for staff to hold meetings

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

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

Part 5 – Progress Monitoring

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

By February 2017, we expect to have 40 percent of parents registered with remind.

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

Sign up information

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2016 NYS CC exam cut-off score of 299 as determined by NYS Boces AIS Recommendation, teacher observations, and student performance on baseline assessments	Fountas & Pinnell LLI, iReady, close reading strategies,	Small Group Instruction, one-to-one, tutoring	During the school day and Project Intervention after the school day two times a week from September to June
Mathematics	2016 NYS CC exam cut-off score of 289 as determined by NYS Boces AIS Recommendation, teacher observations, and student performance on baseline assessments	iReady, GoMath intervention, peer work on problem	Small Group Instruction, one-to-one, tutoring	During the school day and Project Intervention after the school day two times a week from September to June
Science	Teacher observation, baseline assessments	Embedding CCLS strategies for literacy in content area groups	Small Group Instruction, one-to-one, tutoring	During the school day
Social Studies	Teacher observation, baseline assessments	Embedding CCLS strategies for literacy in content area groups	Small Group Instruction, one-to-one, tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher and parent referral, related service provider observations, student work and classroom behavior.	PBIS, Obstacles to Learning Program, Guidance Success, Career Planning	Small Group Instruction, one-to-one, tutoring	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/ronlyres/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.)

We have 48 students identified as being in Temporary Housing. The break down is as follows:

Hotel/Motel- 44 students

Shelter 3 students

Temporary living 1 student

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

We purchase and supply students with books, supplies and materials. We also reimburse parents for glasses and other expenses. The parent coordinator and guidance are aware of these student.

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).

N/A

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

Each year, we set aside a percentage for the number of students who are in temporary housing. The funds are used to purchase supplies and necessary materials. The PTA also helps to sponsor trips for the students.

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

N/A

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.			
X	Schoolwide Program (SWP)	[]	Targeted Assistance (TA) Schools
		[]	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.
<p>The following strategies and activities are used to recruit highly qualified teachers:</p> <ul style="list-style-type: none"> • Thorough review of resumes and cover letters, which outline skills and certification(s) needed for vacant positions • Comprehensive interview process in which teaching and interpersonal skills are assessed • Provide a demonstration lesson in which teaching and classroom management are assessed • Debriefing session with principal and Assistant Principal to assess teacher's ability to be reflective and self-assess areas that need to be strengthened <p>Strategies for retention:</p> <ul style="list-style-type: none"> • Mentors are assigned to new teachers • Teachers receive a grade buddy who works closely with new staff and provides ongoing support • Math coach works closely with newly hired teachers • Danielson Framework is utilized to self-assess and come up with professional goals that will increase teacher effectiveness • Principal and Assistant Principal provide ongoing support and feedback through walkthrough rounds, informal and formal observations and grade meetings • Ongoing professional development provided by Teacher's College both in-house and outside the school • Variety of opportunities for teachers to share best practices

- Provide teachers with professional development opportunities as much that match their professional goals
- Provide leadership opportunities for teachers who are ready to further excel and expand their professional skills
- Recommend teachers who are ready to attend further professional development that will help them build leadership skills

Assignments

- Provide new teachers with assignments in grades with which they are familiar and that match their certification
- Match teachers to assignments as much as possible within their three choices
- Encourage teachers to indicate new grade assignments as a way of helping teachers grow and refresh their teaching skills

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).

- Administrators will attend Department of Education and Network workshops related to the Common Core Standards
- The professional team will develop differentiated professional developments that target teacher’s goals and areas of need.
- Teachers will receive ongoing training related to the Common Core Standards
- Teachers will also attend specific curriculum professional development related to Go Math, Expeditionary Learning, Special Education and ELL strategies

Teachers will receive in-house professional development by highly recommended consultants – Math with Metamorphosis and ELA with Accelerated Learning

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.).

At the beginning of the year, the PK teachers have a meet and greet session for the parent. The expectations are given to the parents. The parents receive ongoing communication. There are regular workshops provided to the PK parents that inform them of instructional practices, social-emotional development and parenting skills.

The curriculum provided to our PreK students "Big Day PK" is fully aligned with CCLS.

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.

We have a MOSL team who reviews the assessment options and decides the one that works best for our population. For professional development, we also have a team who helps to come up with professional development options.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	481,571.00	X	5A, 5C
Title II, Part A	Federal	110,792.00	X	5A, 5C
Title III, Part A	Federal	17,348.00	X	5A, 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,527,164.00	X	5A, 5C, 5D

¹**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.

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

Directions: All Title I schools are required to have a Title I Parent 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.

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. PS 150Q, 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. PS 150Q policy 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. PS 150Q will support parents and families of all students in:

- 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
- share 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;

PS 150Q'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
2016-17 CEP

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 PS 150Q. 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 PS 150Q's Title I program. This information will be maintained by

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 .

PS 150Q will:

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

workshops that address their student academic skill needs and what parents can do to help;

PS 150Q 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)

PS 150Q, 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. PS 150Q's 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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