

Introduction to the Comprehensive Education Plan

Continuous improvement is an important factor that distinguishes high performing schools and school districts. These educational institutions adopt a data-driven problem-solving approach that improves student outcomes. The key to continuous improvement is the educational planning process. The goal of this process is to develop a high-quality strategic plan that will drive the school's improvement efforts.

Rooted in the school's mission and vision, school leaders, their leadership team, and their stakeholders develop rigorous and attainable goals that exemplify the vision, identify the specific data-driven needs of the school in order to attain these goals, leverage research-based strategies to meet these needs, monitor and adjust these strategies as needed to ensure progress, and communicate these efforts to the broader school community. The Comprehensive Educational Plan (CEP) is the annual strategic plan utilized by schools across New York City that houses each school's improvement efforts.

The Comprehensive Educational Plan (CEP) is the annual strategic plan utilized by schools across New York City that houses each school's improvement efforts. The theory of action embedded within each CEP is:

If the school implements, monitors, and engages in cycles of improvement concerning the actions embedded within the CEP, then it will provide higher quality educational opportunities to its students, which will effectuate improvement to the school and the meeting of the school's goals.

Core Values of the CEP

The CEP is fundamentally rooted in the values and priorities outlined by Chancellor Richard Carranza. The CEP template is conducive to these four priorities, and as schools develop the CEP they should keep these priorities as the core of their strategic planning. These priorities are:

- **Accelerate Learning and Instruction:** Provide inclusive, rigorous instruction to every child, in a safe, welcoming, and affirming environment. All aspects of a student's identity—including their race, ethnicity, language, and gender—are assets in the learning process.
- **Partner with Communities:** Improve every community's experiences with the DOE. Empower families with a shared mission for student success and equitable outcomes. "Partner" means we are equals with parents, families, and communities. The work goes in both directions: we all must make important contributions to ensure

student success.

- **Develop People:** Cultivate a learning culture by valuing and developing individuals and teams. We are a system of people. People are our most important asset. Advance Equity Now: Transform outcomes by tackling inequities in all forms throughout the system. This means investing in historically underserved communities (with resources, time, attention, and direction). This also means thinking through investments we have historically made.
- **Advance Equity Now:** Transform outcomes by tackling inequities in all forms throughout the system. This means investing in historically underserved communities (with resources, time, attention, and direction). This also means thinking through investments we have historically made.

Rooted in these priorities, the CEP leverages the **Framework for Great Schools** <<http://schools.nyc.gov/AboutUs/schools/capacityframework/default.htm>> to encourage parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By utilizing the Framework for Great Schools as the lens by which schools will develop their action plans, we are able to ensure a comprehensive and holistic perspective on school improvement and the opportunities provided to students and the at-large school community.

Making the CEP a "Living" Document

The CEP is meant to be a “living” document in that is the primary planning tool that schools utilize to engage in continuous improvement practices. These practices undergird a perpetual cycle of data-drive reflection, where the school assesses the implementation and impact of the CEP action plans on targeted goals and returns to the CEP to make adjustments to those plans. It is the Department of Education’s expectation that:

- Schools, districts, and borough offices continuously refer to and monitor the implementation and impact of the CEP toward achieving annual goals.
- Based on regular progress monitoring, schools will adjust practices embedded in the action plans in the Online Document Editor via the iPlan Portal, when necessary.

How is the 2019-20 CEP Developed

The 2019-20 CEP follows an educational planning logic flow that begins with the high-level decision to identify **broad areas of concentration based on a thorough**

and comprehensive analysis of the school's data. Based on this data analysis, the school will **set rigorous, yet attainable, annual goal(s)** within each concentration area. It then prompts the school to engage in gap analyses and utilize information from granular needs assessments to **determine the objectives** that are necessary to accomplish in order to meet the annual goals within each area of concentration. Once the school has a shared understanding of these objectives, they can **develop a robust action plan** that aims to accomplish them. In step 5, the school identifies how it will **monitor progress** toward those goals. Finally, the school identifies the **resources and budget** that will support their action plan.

The CEP memorializes specific outcomes of the educational planning process. To deliver these, the school community must take specific and deliberate actions to respond to specific questions, as portrayed in the model below.

CONTENT EXPECTATIONS OF THE SY 19-20 CEP

To ensure a high-quality equitable experience for all students and guide schools to develop high-quality CEPs, the NYCDOE have identified specific expectations for which each CEP should account. These expectations stem from the values outlined by the Chancellor's Four Priorities.

Section 1: School Information Page

School Information

School Name:	P176X	School Number (DBN):	75X176
BEDS Code:	307500012176		
Grades Served:	Age 11-21 years old		
School Address:	750 Baychester Ave		
Phone Number:	718-904-5700	Fax:	718-904-5689
School Contact Person:	Alexandra Guerriero	Email Address:	aguerriero2@schools.nyc.c
Principal:	Alexandra Guerriero		
UFT Chapter Leader:	Melissa Woertendyke		
Parents' Association	Una Spivey		

President:	
SLT Chairperson:	Alexandra Guerriero
Title I Parent Advisory Council Chairperson (New PACS should enter this information in fall 2019, please refer to the question mark tip for this section for additional guidance):	N/A
Student Representative(s):	Nicholas Carrol
	Daymar Pope
CBO Representative:	N/A
School-Based STH Liaison:	Shavon Gaddy

District Information

Geographical District:	7	Superintendent:	Mr. Ketler Louissaint
Superintendent's Office Address:	400 First Ave, New York, NY		
Superintendent's Email Address:	klouiss@schools.nyc.gov		
Phone Number:	212-802-1500	Fax:	212-802-1678

Borough/Citywide Office Information

Borough:	Bronx Borough Field Office	Executive Superintendent:	Jose Ruiz
Borough Office Address:	400 First Ave, New York, NY		
Executive Superintendent's Email Address:	jrui2@schools.nyc.gov		
Phone Number:	718-557-2618	Fax:	

School Implementation Team

List the names and roles of all School Implementation Team members. Guidance is available on the Mission, Vision, Goals and Membership of your School Implementation Team. Please complete all entries; enter "N/A" for any fields that do not apply.

Name	Position
Alexandra Guerriero	Administrator
Patricia Parker	General Education Teacher
Dana Mana	Special Education Teacher
Sean McInerney	School Psychologist
Yvette Gipson	Assistant Principal
na	na
na	na
na	na
na	na
na	na

Section 2: School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor’s Regulation A-655**

<<https://www.schools.nyc.gov/docs/default-source/default-document-library/a-655-english>> , available on the **New York City Department of Education (NYCDOE)** <<http://schools.nyc.gov/default.htm>> website.

Directions:

- List the names of each SLT member in the first column on the chart below.
- 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*.
- 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.
- 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)
Alexandra Guerriero, Principal	*Principal or Designee	
Melissa Woertendyke, UFT Chapter Leader	*UFT Chapter Leader or Designee	
Una Spivey, Parent	*PA/PTA President or Designated Co-President	
Cathy Giordano, School Aide	DC 37 Representative (staff), if applicable	

na	Title I Parent Advisory Council Chairperson (New PACS should enter this information in fall 2019, please refer to the question mark tip for this section for additional guidance)	
Nicholas Carrol, Student	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Daymar pope, Student	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
na	CBO Representative, if applicable/	
DeChantell Muffoletto, Parent	Member/	
Olivia Sweeney, Parent	Member/	
Carla Richter, Parent	Member/	
Vanessa Andronico, Parent	Member/	
Kathy Miglio, Parent	Member/	
Latoya Massy, Parent	Member/	
Beatrice Ayerty, Parent	Member/	

Mary Andrews, Teacher	Member/	
Sean McInerney, School Psychologist	Member/	
Margaret Fitzsimons, Paraprofessional	Member/	
Jennifer Olivo, Teacher	Member/	
Grissell Filpo, Speech Pathologist	Member/	

Section 3: School Summary

The School Summary serves as the at-a-glance narrative that provides contextual information about the school's unique characteristics. Please note that this plan will be made publicly available through the iPlan Portal and should be made available throughout the school community.

District/School Educational Plan Alignment

1. Provide the school's mission/vision statement.

Our mission is provide educational experiences to our middle and high school students that are engaging, connected to rigorous standards, and meaningful adult-living outcomes. We are building independent learners who can advocate for themselves and navigate their environments safely and independently.

Comprehensive School Narrative

1. Provide contextual information about your school’s community and its unique/important characteristics, include a description of:
 - Context or history of the school as relevant to your current plans.

During the summer of 2017-2018, P176X split and was reorganized. P176X used to serve students Pre-K to age 21 and now serves only middle and high school students. This allows for a continued, dedicated focus on middle and high school and post 21 needs. P. 176X is a District 75 school, serving over 560 students, in 78 classes projected for the 2019-2020 school year. We are

committed to partnerships with families so that we assist each student in achieving maximum skill development intellectually, socially, emotionally and physically to ensure maximum independence by graduation. We facilitate the transition process for student's aging out of the Department of Education, by working with families to establish linkages to a variety of community and government agencies to assist in this process. We are committed to alternative pathways to education and are linked with a community schools to provide for our diverse learning needs. This includes linkage with the High School of Computers and Technology for students working towards a High School Diploma and with District 79's Pathways to Graduation program where three students earned their TASC High School Equivalency in 2019. We are linked with a variety of community organizations, as well as businesses, where students participate in vocational training. A variety of school based vocational training opportunities and business are available to all students to prepare for work in the community. P 176X was involved in with some special initiatives, which include various instructional programs where our school piloted a program and then was recognized for our efforts. This includes recognition by First Authors writing program (Don Johnson), through the recognition by the Anti-Defamation League as a "No Place For Hate" school and recognition by the DOE for our anti-bullying program, "Respect for All" school. All 78 classes are on a shared Google system, where data is entered and analyzed on an ongoing basis..

2. Provide a reflection on the implementation and impact of the previous year's CEP and how that will inform the plan for the upcoming year. Please include:

- Specific challenges that the school faced regarding CEP Action Plan implementation
- Any key learnings from those challenges
- A summary of the aspects of the plan that went well and the most significant positive impact(s) that resulted from the previous year's plan

Challenges:

- SBO-professional development for staff was infrequent per SBO agreement/resistance to default Monday/Tuesday
- Resistance to reduction of CMP-parent education on LRE
- Parent Involvement/Participation
- Moving teachers to provide more rigorous instruction-curriculum that is motivating and relevant.

Key Learnings from Above Challenges:

- We need to embed regular professional development into teachers schedules. The PD

should be a direct response to observation data. Teacher Observations: monthly schedules would be helpful, followed by data review....PD planned based on our findings.

- We need more emphasis on data driven decisions in our IEP meetings. We need more parent education around the reduction of services based on data. Need more accurate data-streamlined for paras who are collecting it. Culture shift needed-teachers and paraprofessionals.
- Parents utilize Parent Coordinator and Family Worker for individual issues but don't respond to workshops/events planned by PC and FW.
- Teachers need support in using the curricula as a guide for skills acquisition-then building it out to meet the practical needs of students-and make it more engaging for the learners. Teachers need support implementing components of productive struggle into each lesson.

Aspects of 2018-19 Plan that Went Well and most Significant Positive Impact Resulting from Previous Plan

- Administrative Cabinet was able to identify factors related to slow progress in literacy/writing: teachers need training on using assessment data to design instruction and develop quality IEPs. There needs to be less emphasis on SANDI for goal writing in IEPs. This is one form of assessment and should drive instructional practices/planning. Goal development should be based on foundational skills each student needs to progress in the areas of Academics, Social-Emotional Development, Physical Development and Independent Living, resulting in the planning of quality IEP professional development for the IEP coach and opportunities for individualized support for teachers.
- There was a marked reduction in the recommendation of CMPs and STPs, resulting in less intensive services for students-more independence.
- There was a marked increase in parent engagement participation, resulting in more parent engagement activities and need-specific workshops.
- The participation in Vocational Opportunities increased both for work-sites outside the school, and in-house work-sites. One hundred percent of the students in the high school are participating in work-based learning. Several in-house work based learning opportunities were extended into the middle school.

<p>Briefly list the areas that this plan aims to improve (i.e. Improve grad rate)</p>	<p>Briefly summarize the actions the school will take to improve in these areas</p>	<p>Summarize PD opportunities that will be provided to school staff to improve in these areas</p>	<p>Summarize how the school will leverage technology to improve in these area</p>	<p>Summarize how the school will leverage technology to improve in these areas If applicable, briefly describe how strategic collaborations and partnerships with outside organizations will be leveraged to improve in these areas</p>
<p>ELA/Literacy-Writing</p>	<p>focus on universal design (multiple means of written expression); writing block embedded into school day; Focus on IEP goal development: shifting from short-term objectives dependent on prompt fading to short term objectives dependent on small skills needed for annual goal mastery.</p>	<p>staff provided PD on multiple means of written expression; PLCs/inquiry teams established to review student work and provide feedback to colleagues; "lab class" established for teacher-teacher collaboration and support; collaborative PD with SLTs and teachers to support use of communication devices; PD- IEP goal development</p>	<p>technology coordinator provides professional development to staff on use of promethian boards, smart boards, and basic Office applications- Word/Excel/powerpoint;</p>	<p>na</p>

<p>Movement to Less Restrictive and Less Intensive Environments</p> <p>Collaborative and Trusting Relationships</p>	<p>continuous review of student data (academic and behavioral) to determine best supports</p>	<p>BIP data collection workshops for paraprofessionals;</p>	<p>na</p>	<p>na</p>
<p>Job Development/Increase Work-Based Learning inside and outside of X176 (Post-secondary Planning)</p>	<p>Analysis of existing sites inside 176X@Truman and 176X@181 to determine what is working and what can be improved/upgraded to provide more work-based learning opportunities for students who do not go out to worksites; Development of "transitional worksites" for students who struggle with behaviors that have prevented them from going off campus to worksites- designed to ease these students gradually into community-based work.</p>	<p>School visits- planned opportunities for 176X staff to visit other schools (District 75 and Community) where worksites are done successfully; strategically planned parent engagement activities connected to post-secondary planning and outcomes)</p>	<p>Grant writing offered per-session; computerized ordering system for existing worksites: Supply Guys and Maid Simple expanded to 176X@181 (supply guys); Use of 176X website and Instagram to market in-house worksites</p>	<p>na</p>
<p>Increase student proficiency in</p>	<p>Curriculum mapping (6:1:1/8:1:1/12:1:1) to expand existing curriculum and provide scope and sequence for teachers; Consistent use</p>	<p>PD for staff to connect expected skill</p>	<p>Collaboration with tech coordinator for lesson development; specific instruction for</p>	<p>na</p>

real-world math applications	of assessment data to build relevant maps designed to provide students with review and challenging content.	outcomes to real-world application/purpose	students on using a calculator for higher-order operations: figuring tax; making change	
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Section 4: Continuous Improvement Planning Graduation

Graduation Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
High School Students participating in NYSAA, including ELL	N/A	100% completion of NYSAA by age 21	na	na
High School Students participating in Standardized Assessments, including ELL	N/A	80% meet local diploma requirements from date of recommendation for standardized assessment	na	na
All High School Students, including ELL	N/A	100% completed transition plans including post-secondary planning	na	na
Other {write in next column}	na	na	Other {write in next column}	na

Section 4: Continuous Improvement Planning

Select an Area of Concentration

What are the high-leverage, high priority areas in which the school desires to create a plan to improve? Each selection of an area of concentration, will generate a unique Continuous Improvement Plan.

Section 4: Continuous Improvement Planning - HS ELA

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)			ALL Students	
NYSED ELA Exam Average Proficiency Rating			Students with Disabilities	
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Tier 2 Intervention								Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention								

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - HS Mathematics

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)			ALL Students	
NYSED ELA Exam Average Proficiency Rating			Students with Disabilities	
NYSED Math/ELA Exam Percent Proficient (Scoring Level 3+)			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of program or strategy	MTSS - delivery of service	If prompted for the "MTSS-Delivery of Service", please fill in this column for that row,	MTSS "Tool" Category (if Applicable)	Name of Tools (if Applicable)	Criteria for determining services (For additional guidance refer to NYSED's memo.)	When is the service provided

Tier 2 Intervention								Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention								

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - ELA/Literacy

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Middle and HS Increase in SANDI assessment for Alternate Assessed including ELL	N/A	All students demonstrate growth/increase in SANDI	ALL Students including ELL	na
Standard Assessed 6-8 grade including ELL	N/A	50% of students score at level 2 or higher	All students participating in standardized 6-8th, including ELL	na
Standard Assessed HS Regents	N/A	70% of students score 55 or higher	All students participating in NYS Regents grades 8-12	na
Other {write in next column}	School-wide writing assessment	80% of students increase at least 1 level	Other {write in next column}	All students, including ELL
Other	na	na	na	na

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
<p>Students at 176X are deficient in text comprehension. This is evidenced by 2018-19 school year's data collected on IEP goals as well as NYSED exam data. Through comprehension of text, they will increase functional reading, increase ability to determine the main idea of written text, sequence events, and utilize writing to communicate understanding of texts.</p>

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
<p>Staff will engage in teaching cycles to connect Instructional Leadership Framework priority: Strengthening Core Instruction to work being done in classrooms and at work-based learning.</p> <p>Instructional Leadership Team will develop a universal, skill-based rubric that will be used to assess writing for all students.</p> <p>Professional Development will be targeted to specific teachers based on classroom observation data, and student progress.</p> <p>176X has a trained Model Teacher who will provide specific and targeted PD and support for teachers.</p> <p>The Instructional Leadership Team will meet regularly to review progress on Strengthening Core Instruction-specifically student progress on the writing rubric.</p>	<p>We reviewed and analyzed data from 2018-19 school year, including data from classroom observations, SANDI, IEP goal progress, NYSED testing outcomes, movement to LRE and determined that writing was minimal. The objectives have been developed based on these findings.</p>

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

		If prompted					
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Activities / Strategies	Target Subgroup (incl. All Students)	for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
Observation cycle and timely feedback to support student instruction and learning	Students with Disabilities	N/A	Strengthen Core Instruction	Strengthen Core Instruction	quarterly	Assistant Principals and Principal	na
Teacher teams engage in quarterly sessions aligned to Strengthening Core Instruction	All Students including ELL	N/A	Strengthening Core Instruction	Strengthening Core Instruction	quarterly	Administration Teacher Teams Curriculum Coaches	na
Implement lab-class and model teacher with visitations	All students including ELL	N/A	Strengthening Core Instruction	Strengthening Core Instruction	quarterly	Administration Teacher Teams Curriculum Coaches Model Teacher	na
Back-pack	Students						

Small Group Instruction	small groups for differentiated instruction based on skills needed "skill streaming"	Small Group Instruction	na	School-Created Digital Tool {write in next column}	google docs	students consistently missing benchmarks on individualized skills as well as skills identified in the writing rubric	Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 3 Intervention	Based on skills-acquisition data: Individual intervention (1:1 support strategies for skill building)	Individual	na	School-created digital tool	google docs	As a result of Tier 2 strategies and interventions, student is continually missing benchmarks on individual skills acquisition as well as skills identified in the writing rubric	Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention	na	na	na	na	na	na	na

	for that row, otherwise put "N/A"		column for that row, otherwise put "N/A"					Cohort	that row, otherwise put "N/A"
SANDI/FAST for Alternate Assessment	na	Other {write in next column}	increase writing rubric score by 10%	baseline	3%	7%	10%	Students with Disabilities	na
School-designed writing sample showing comprehension of a text	writing rubric	other	increase in skills acquisition per rubric	baseline	25% level 2 or higher	50% level 2 or higher	90% level 2 or higher	All students including ELL	na
Mock Regents (High School and/or Standardized)	Regents scoring guide	Percentage of students scoring 55+	N/A	baseline and/or previous exam score	25% scoring 55+	65% scoring 55+	90% scoring 55+	Students 8-12th grade participating in standardized assessments	na
TABE (HS TASC)	TASC scoring guide	Percentage of students receiving passing score	N/A	baseline and/or previous exam score	25% passing 2+ sections of TASC	50% passing 2+ sections of TASC	80% passing 2+ sections of TASC	Students with Disabilities	na
Verbally expressive language used to demonstrate comprehension of a text	school-developed rubric for verbal/device expression	other	increase in skills acquisition per rubric	baseline	25% level 2 or higher	50% level 2 or higher	90% level 2 or higher	All students including ELL	na

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
Following state mandates for NYSED required minutes of ELA instruction	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Bi-Weekly Common Planning meetings to develop and review Curriculum and Project Based Learning	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Bi-Weekly Common planning meetings to develop and review formative assessments	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Extended Cabinet: Monthly data review meetings	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Cabinet: Monthly review of completed observations and recommendations	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na

Section 4: Continuous Improvement Planning - Mathematics

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Standard Assessed 6-8th grade students including ELL	N/A	50% score a level 2 or higher	ALL Students 6-8 grades participating in standardized assessment including ELL	N/A
Standardized Assessed HS Regents	N/A	70% score 55% or higher	All students participating in NYS Regents 8-12 grades	N/A
NYSAA Students grades 6-8, including ELL performance on Go-Math and Unique	N/A	All students show at least 3% increase from baseline	All students participating in NYSAA grades 6-8, including ELL	N/A
Other {write in next column}	Functional Math (NYSAA)	All students 3% growth in math curriculum	Other {write in next column}	All students (SWD) participating in NYSAA
na	Students 8-12th grades participating Standardized Math and TASC	80% pass math Regents/TASC	other	All students grade 8-12 participating in regents/TASC, including ELL

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

Students need to be proficient in functional math: time management, money management, and functional living math to be as independent as possible upon exiting our program. Students participating in standardized assessment need to develop problem solving skills needed to pass required courses as well as the NYS Regents exams and TASC. Students need to be able to generalize the functional math skills they learn in the classroom out in the community. Students need to add, subtract, multiply and divide as well as problem solve using these functions. Access looks different for each student, however each student needs these skills to live as independently as possible.

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
<p>Staff will engage in teaching cycles to connect Instructional Leadership Framework priority: Strengthening Core Instruction to work being done in classrooms and at work-based learning.</p> <p>Instructional Leadership Team will develop a universal, skill-based rubric that will be used to assess functional math skills for each student.</p> <p>Professional Development will be targeted to specific teachers based on classroom observation data, and student progress.</p> <p>176X has a trained Model Teacher who will provide specific and targeted PD and support for teachers.</p> <p>The Instructional Leadership Team will meet regularly to review progress on Strengthening Core Instruction-specifically functional math and problem solving skills.</p>	<p>2018-2019 IEP and curricular data indicate a gap in needed foundational and functional math skills. The Instructional Leadership Team identified Strengthening Core Instruction as the focus priority. Functional math skills and problem solving are foundational to student independence.</p>
na	na
na	na
na	na

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to

accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's Leveraged
Observation cycle and timely feedback to support student instruction and learning	Students with Disabilities	na	Strengthen Core Instruction	Improve/Unpack/Implement Curricula	na	Administration	na
Choosing curriculum that support students with a variety of learning needs	Students with Disabilities	na	Knowing Every Student Well	Increased Student Engagement	Fall	Administration, Curriculum Coaches, Teacher Inquiry Teams	na
Creation of school based formative assessments	Students with Disabilities	na	Teacher Team/PLC/ Common Planning	Increased Student Engagement	Fall	Curriculum Coaches, Teacher Inquiry Teams	na

Small Group Instruction	small groups for differentiated instruction based on skills needed "skill streaming"	Small Group Instruction	na	School-Created Digital Tool {write in next column}	google docs	students consistently do not meet skill benchmarks for a specific skill or group of skills	Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 3 Intervention	1:1 support for specific skill acquisition	1:1 support	na	school created digital tool	google docs	student is not making progress after implementation of tier 2 interventions.	Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention	na	na	na	na	na	na	na

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
Family Workshops to support families in applying functional math skills in their home and community	Other	Parents/ Guardians, Siblings, Care Managers, Parent Coordinator, Family Worker, Teachers
na	Annual	na
na	Annual	na
na	Annual	na

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
			50% of						

NYCDOE Math Fall and Spring Benchmark Assessments	na	Other {write in next column}	students grades 6-8 standardized scoring level 2 or higher	baseline	20%	35%	50%	Students with Disabilities	na
NYS Regents	na	other	All HS students participating in standardized assessment grades 8-12 scoring 55% or higher on Algebra or Geometry Regent	baseline	25%	50%	70%	Students with Disabilities participating in standardized assessment grades 8-12 including ELL	na
other	Functional Math Rubric	other	score of 2 or higher on functional math rubric	baseline	50%	75%	100%	Middle and HS Students with Disabilities participating in NYSAA including ELL	na
TABE (HS TASC)	na	other	70% Students working for TASC, including ELL	baseline	25%	50%	70%	Students with Disabilities working for TASC, including ELL	na

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
Following state mandates for NYSED required minutes of math instruction	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Bi-Weekly common planning meetings to develop and review curriculum and project based learning	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Bi-Weekly common planning meetings to develop and review formative assessments	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Monthly data review meetings	Review budget to properly schedule staff to send staff to trainings to develop and review materials	Tax Levy	na
Monthly review of completed observations and recommendations	Review budget to properly schedule staff to send staff to trainings to develop and review materials	tax levy	na

Section 4: Continuous Improvement Planning - Social Studies

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with

additional need in this area of concentration?

Tier	Type of program or strategy	MTSS - delivery of service	If prompted for the "MTSS-Delivery of Service", please fill in this column for that row, otherwise put "N/A"	MTSS "Tool" Category (if Applicable)	Name of Tools (if Applicable)	Criteria for determining services (For additional guidance refer to NYSED's memo.)	When is the service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention								Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention								

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Science

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Literacy Across the Content Areas

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			Mark selection with an "X" Prior to the school day During the school day After the school day

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Graduation

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
Students need to have access to rigorous instruction. Students who participate in Pathways and Standardized Assessment need to increase stamina for test taking. Students need to engage in work-based and community-based learning so that they are prepared for post-secondary success.

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Strategies	All Students)	column for that row, otherwise put "N/A"	Type(s)	Type(s)		Responsible	Averaged
Student Academic and social-emotional Data Reviewed by teacher teams	Other {write in next column}	all students including ELL	Enhance/Utilize Data and Systems	Implement Tiered Student Intervention	annual	teachers; administration	na
Administration will have ongoing conversations with parents to prepare them for LRE.	other	students being considered for inclusive education or Pathways to Graduation	Know Every Student	Implement Collaborative Inquiry -- Data Wise and	annual	administration	na

Professional development will be provided to support teachers in developing transition plans based on students' vocational data	other	All students including ELL	Well	Other Inquiry Processes (SED EBS)	annual	administration	na
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Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of program or strategy	MTSS - delivery of service	If prompted for the "MTSS-Delivery of Service", please fill in this column for that row,	MTSS "Tool" Category (if Applicable)	Name of Tools (if Applicable)	Criteria for determining services (For additional guidance refer to NYSED's memo.)	When is the service provided
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			otherwise put "N/A"				
Individual Academic Instruction	Targeted academic supports	Individual Academic Instruction	na	School-Created Digital Tool {write in next column}	diagnostic assessments; practice exams	academic; social emotional and physical development data	Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2							

Intervention	na	na	na	na	na	na	Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention	na	na	na	na	na	na	na

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
site visits for families/tours of Pathways and Inclusion sites	Annual	community schools; district 79
information seminars for families	Annual	na
na	Annual	na
na	Annual	na

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Marking Period Grades	na	Average student growth	na	na	na	na	na	Other {write in next column}	na
na	na	na	na	na	na	na	na	na	na

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
Teacher Scheduling	Unit Teachers for coverage; coaches for intensive 1:1 supports for students	Tax Levy	na
na	na	Tax Levy	na
na	na	Tax Levy	na
na	na	Tax Levy	na
n	na	na	na

Section 4: Continuous Improvement Planning - On-track Graduation Progress

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - College, Career, & Civic Readiness

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Other {write in next column}	High School Students participating in NYSAA, including ELL	90% participating in work-based learning	na	N/A
Other {write in next column}	High School Students participating in standardized assessment, including ELL	100% passing 2+ regents exams (55% higher); or sections of TASC	na	N/A
Other {write in next column}	All Students in Grades 6-8, including ELL	30% participating in work-based learning	na	N/A
Attendance Rate	N/A	N/A	N/A	
Other:	na	na	na	na
other:	na	na	na	na
other	na	na	na	na

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

Students need to gain more independence in order to be college/career/civics ready. Our data shows that many students are recommended for 1:1 paraprofessional supports for most of the school day, including riding to and from school in the bus. Our students need experiences that model post-secondary life, including job skills, interpersonal communication skills, and independent functioning. Our students participating in standardized assessments, including NYS Regents exams and the TASC need to work on test-taking strategies and increase academic stamina. All students need rigorous instruction in order for them to make progress towards more independence in their communities. Students need to prepare for the independence of college and career-self advocacy, time management, etc. Students need to be supported in completing job/college/financial aide forms.

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
Teachers will increase proficiency in gathering and using vocational data to support aligned IEP development and placement in work-based learning experiences.	<p>Rationale: Gathering rich vocational data contributes greatly to the development of quality IEPs aligned with student needs, strengths, preferences and interests.</p> <p>Data: In 2018-19 SY, all students in 176X HS participated in work-based learning either inside or outside of the school. These experiences were not directly connected to vocational assessment data.</p>
Teachers and administrators will collaborate with community-based partners to develop and maintain more work-based learning sites, providing more options for our students.	Rationale: high interest educational experiences better prepare students for post-secondary success, as they will exit school with skills needed for a job in an area of interest.
Middle school staff and administration will develop pre-vocational opportunities for students in grades 6-8.	Rationale: students need to build the foundational social-emotional skills to be successful in HS.
Teachers and administrators will collaborate with community school partners to build in opportunities for students to socialize and learn with their peers through best-buddies, community garden, and inclusive education.	Rationale: students have goals for communication in their IEPs and need opportunities to practice with peers outside of 176X.

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to

accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
Vocational Assessment that meets the needs of each individual student	All Students	all students including ELL	Enhance/Facilitate Assessment	Know/Engage Student Well	at each IEP meeting-annually	Classroom Teachers Transition Coordinator	na
Data Review: vocational assessment data as well as academic and social/emotional data to link students with high interest work-based learning	other	all students including ELL	Implement data inquiry	Implement data inquiry	fall and spring	classroom teachers Coaches Assistant Principals	na

<p>Functional Behavior Analysis/Behavior Intervention Plan: FBA/BIP</p>	<p>Bridge work-site for student students who struggle with behaviors that have prevented them from going to a work-site</p>	<p>Functional Behavior Analysis/Behavior Intervention Plan: FBA/BIP</p>	<p>Behavior na</p>	<p>Other {write in next column}</p>	<p>Progress Monitoring Document-frequency, duration, and intensity</p>	<p>Student presents with behavior(s) that harm self or others</p>	<p>Mark selection with an "X" Prior to the school day During the school day After the school day</p>
<p>Tier 3 Intervention</p>	<p>1:1 support at on-site work-based learning</p>	<p>Individual support</p>	<p>na</p>	<p>school created non-digital tool</p>	<p>progress monitoring document individual to student</p>	<p>student presents with severe behaviors preventing travel to work-site</p>	<p>Mark selection with an "X" Prior to the school day During the school day After the school day</p>

Tier 2 Intervention	small group instruction on specific skills needed to pass courses and exams	small group instruction	na	school created non-digital tool	subject specific skill builders	students continue to present with deficits in specific subjects/skills and in danger of failing classes	during school day
Tier 3	1:1 instruction on specific skills needed to pass a course and /or exam	individual instruction	na	school created non-digital tool	skill-specific instructional tools	student is not making progress after Tier 2 interventions	during school day

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
Parent Workshops	Annual	OPWDD
na	Annual	na
na	Annual	na
na	Annual	na

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Observations of {write in next column}	WORK-BASED LEARNING TASKS	Other {write in next column}	MASTERY OF TASKS SPECIFIC TO JOB	25%	50%	75%	95%	Other {write in next column}	HS Students participating in NYSAA, including ELL
		percentage of							

January and June Regents and TASC	na	students passing with a score a 55% or higher on 2 or more Regents or TASC sections	na	25%	50%	75%	90%	other	All HS students participating in standardized assessments including ELL
observation of	work-based learning tasks	other	mastery of tasks specific to job	10%	15%	25%	30%	other	All students in grades 6-8, including ELL

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
Workshops and Information Seminars scheduled during day	Family Worker; Parent Coordinator; Transition Coordinator	Tax Levy	na
na	na	Tax Levy	na
na	na	Tax Levy	na
na	na	Tax Levy	na
na	na	na	na

Section 4: Continuous Improvement Planning - Next Level Readiness

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Tier	Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool" Category	Name of Tools (if	Criteria for determining services (For	When is the

	or strategy	of service	fill in this column for that row, otherwise put "N/A"	(if Applicable)	Applicable	Additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			Mark selection with an "X" Prior to the school day During the school day After the school day

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Early Childhood Learning

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			Mark selection with an "X" Prior to the school day During the school day After the school day

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - STEM

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Computer Science

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Educational Technology

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Language(s) other than English

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Arts Education

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - ELL Progress

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			Mark selection with an "X" Prior to the school day During the school day After the school day

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - SWD Progress

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Attendance/Chronic Absenteeism

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			Mark selection with an "X" Prior to the school day During the school day After the school day

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Physical & Mental Wellness

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			Mark selection with an "X" Prior to the school day During the school day After the school day

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Safety & Restorative Approaches to Behavior

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention								Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention								

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Equity & Student Voice

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

Type of program	MTSS - delivery	If prompted for the "MTSS-Delivery of Service", please	MTSS "Tool"	Name of	Criteria for determining services (For	When is the

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Collaborative & Trusting Relationships

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Other {write in next column}	Movement to Less Intensive Services	15% increase from 2018-19	All Students, including ELL	na
Other {write in next column}	Movement to Less Restrictive Environments (LRE)	10% increase from 2018-19	All Students including ELL	na
Other {write in next column}	na	na	na	na
Other {write in next column}	na	na	Other {write in next column}	na
na	na	na	na	na

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs
<p>Students need to develop and/or improve skills needed for independently transitioning throughout the building, with fading supports. These include self-advocacy, building safety-transitioning up and down stairs/transitioning to and from the restroom upon request/completing classroom maintenance tasks (getting supplies/asking for assistance/responding to requests and prompts) with fading supports from paraprofessionals. Students need to improve skills needed for effective communication of personal needs: bathroom requests/supply requests/water and snack requests/etc. Students need to improve literacy skills including reading, writing, speaking and listening via traditional or preferred mode. Students need to improve skills in functional math including money and time management, nutrition: calories vs exercise, etc.</p>

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
<p>Student academic and behavioral data will be reviewed monthly to determine opportunities for less intensive environments: fading para support and increasing group size for 1:1 para support; fading prompts; independent travel throughout the building; increase group size for related services and academic interventions; travel training</p>	<p>Rationale: We have students who have been recommended for the same supports and services for many years. We have behavioral data to support the fading and removal of 1:1 paraprofessionals and STPs. We have students who no longer meet all the NYSED criteria for NYSAA, yet are recommended for NYSAA.</p>
<p>Provide professional development for teachers on collecting, analyzing and using critical behavioral and academic data, as well as interpreting the data for parents.</p>	<p>Rationale: Teachers struggle with collecting critical data. They struggle with using data to make instructional decisions that will lead to rigorous and productive struggle. Teachers struggle with conversations with parents-using the data-to recommend less-intensive services.</p>
<p>Develop and use school-wide rubrics to determine functioning in math applications and written expression.</p>	<p>Rationale: Teachers are currently using many different tools to determine functional levels. 176x needs a unified tool.</p>
<p>Parent Training on how data drives recommendations, and moving to LRE and less intensive environments. Parent training will include benefits of LRE and how LRE supports linkages to post-secondary agencies.</p>	<p>Rationale: Even when presented with robust data, parents have been resistant to LRE and less intensive environments.</p>

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
Instructional Leadership Team will develop school-wide rubrics for writing and functional math.	Other {write in next column}	All students including ELL	Strengthen Core Instruction	Improve/Unpack/Implement Curricula	Fall	Instructional Leadership Team	na
Professional Development: data collection/analysis/ and use	other	All students including ELL	Professional Development	Know Every Student Well	Annual	Unit Teachers; Teachers; Assistant Principals; ILT	na
Provide ongoing parent training.	other	All students including ELL	Parent Training	Know Every Student Well	Annual	Transition Coordinator; Family Worker; Parent Coordinator; Counselors	na

Part 3b. What are the targeted Tier 2 and Tier 3 interventions that support students with additional need in this area of concentration?

			If				
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Tier	Type of program or strategy	MTSS - delivery of service	prompted for the "MTSS-Delivery of Service", please fill in this column for that row, otherwise put "N/A"	MTSS "Tool" Category (if Applicable)	Name of Tools (if Applicable)	Criteria for determining services (For additional guidance refer to NYSED's memo.)	When is the service provided
Tier 2 Intervention	na	Other {write in next column}	na	External Digital Tool {write in next column}	na	na	Mark selection with an "X" Prior to the school day During the school day After the school day

Tier 2 Intervention	na	na	na	na	na	na	na	Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention	na	na	na	na	na	na	na	na

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
Information Sessions for HS and MS parents to share information about LRE and Less Intensive Environments	Annual	na
Workshops for parents on post-secondary agency linkages	Annual	na
na	Annual	na
na	Annual	na

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Parent Involvement	na	Other {write in next column}	number of parents who attend work shops	15	25	40	60	Other {write in next column}	All students including ELL
Other	Students moving to LRE	other	Number of students' data reviewed for LRE	15	20	20	20	other	All students including ELL
Other	Students moving to Less Intensive Environments/Services	other	Number of students' data reviewed for Less Intensive Environments/ Services	15	20	20	20	other	All students including ELL

Part 5 – Budget and Resource Alignment: What resources will the school leverage to

achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
parent meetings provided by out of classroom staff	transition coordinator, family worker, parent coordinator, counselors plan workshops	Tax Levy	na
monthly unit-wide professional development	unit coordinators and assistant principals plan and implement professional development to support teachers in the action plan.	Tax Levy	na
na	na	Tax Levy	na
na	na	Tax Levy	na
na	na	na	na

Section 4: Continuous Improvement Planning - Family & Community Empowerment

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with**

Disabilities, and English Language Learners. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 –Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s) within the area of concentration? Please identify the specific activities and strategies for **All Students, with at least two for English Language Learners, two for Students with Disabilities, and one for Students in Temporary Housing, and other student subgroups specific to the school's context.**

Activities / Strategies	Target Subgroup (incl. All Students)	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"	Activity Type(s)	Activity Type(s)	Timeframe	Personnel Title Responsible	Partners / CBO's leveraged
	Other {write in next column}		Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			
			Unpack State Standards	Unpack State Standards			

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 4: Continuous Improvement Planning - Other (write-in)

Please write below the Area of Concentration.

Part 1 – Goals:

What are the goal metrics and goal targets that the school is aiming to accomplish by the end of SY 2019-20? It is expected that goal targets are set for **all students, Students with Disabilities, and English Language Learners**. Additionally, indicate the rationale for why the school decided to plan toward the specific goal target.

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Attendance Rate			ALL Students	
Attendance Rate			Students with Disabilities	
Attendance Rate			English Language Learners	
Attendance Rate			Other {write in next column}	

Part 2 – Gap Analyses & Key Objectives:

What are the student academic/non-academic skills or behaviors that the school needs to develop and/or improve in order to meet its annual goals?

Student Needs

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective

Part 3 – Action Plan:

Tier	or strategy	of service	fill in this column for that row, otherwise put "N/A"	Category (if Applicable)	Tools (if Applicable)	additional guidance refer to NYSED's memo.)	service provided
Tier 2 Intervention		Other {write in next column}		External Digital Tool {write in next column}			<p>Mark selection with an "X"</p> <p>Prior to the school day</p> <p>During the school day</p> <p>After the school day</p>

Tier 2 Intervention							Mark selection with an "X" Prior to the school day During the school day After the school day
Tier 2 Intervention							

Part 3c. Family & Community Empowerment What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
	Annual	
	Annual	
	Annual	
	Annual	

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	If prompted for the "Measurement Tool", please fill in this column for that row, otherwise put "N/A"	Key Performance Indicator	If prompted for the "Key Performance Indicator", please fill in this column for that row, otherwise put "N/A"	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup please fill in this column for that row, otherwise put "N/A"
				Q1	Q2	Q3	Q4		
Attendance Rate		Percent of Students Scoring on grade-level						Other {write in next column}	

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
		Tax Levy	
		Tax Levy	
		Tax Levy	
		Tax Levy	

Section 5: Developing & Implementing Quality IEPs

Part 1 – Goals:

What are your school's goal(s) related to improving the quality and implementation of IEPs?

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Rubric Score (i.e. Danielson)	N/A	85% teachers scoring effective or highly effective in 3c	Movement of SWD to Less Restrictive Environments Score	All teachers
Movement of SWD to Less Restrictive Environments Score	N/A	15% decrease in the intensity of services	ELL Progress	All students including ELL
ELL Progress	N/A	100% of ELL students present levels of performance reflective of functional performance in both languages.	English Language Learners	NA
Attendance Rate	N/A	10% reduction in the amount of EMS calls	Other {write in next column}	NA
other	professional development for writing quality IEPs	100% new teachers attend professional development on writing quality IEPs	other	new teachers

What are your school's goal(s) related to the timely completion of IEPs developed by the school, including teacher and psychologists?

Goal Metric	If prompted for the "Goal Metric", please fill in this column for that row, otherwise put "N/A"	Goal Target	Target Subgroup, Grade, or Cohort, if applicable	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
Other {write in next column}	Annual reviews completed by compliance date	100% of all annual reviews completed by compliance date	All Students	NA
Other {write in next column}	Mandated 3-year reevaluations completed by compliance date	100% of all mandated 3-year reevaluations completed by compliance date	Other {write in next column}	All students due for 3 year mandated reevaluation
Attendance Rate	na	na	Other {write in next column}	NA
Attendance Rate	na	na	Other {write in next column}	NA

Part 2 – School Needs & Key Objectives:

What are the objectives concerning the school's practice, that it must accomplish in order to meet its annual goals?

Objective	Rationale & Data Citation for Creating this Objective
<p>Teachers, especially need professional development in writing quality IEPs. If the IEPs are written well, with current functional data in the areas of academic functioning (in both languages for ELL) as well as social-emotional development, teachers will be able to effectively plan and implement specially designed instruction to meet the needs of students.</p> <p>Engaging students in the learning (3C) is aligned to 176X focus: Strengthening Core Instruction. Project-based and real-world, community-based learning experiences prepare students for independent living.</p> <p>Teachers need to implement the strategies developed to support each student through specially designed instruction in order to make decision on reducing the intensity of supports and increase independence.</p>	<p>According to our IEP reviews from last year, there were many components that were not well-developed. We made several calls to EMS because teachers were unprepared to handle behaviors that were not described in observable and measurable terms in the IEPs. For ELL, IEPs currently do not describe functioning in both languages.</p>

Part 3 – Action Plan:

Part 3a. What are the activities and strategies that the school will implement in order to accomplish its objectives and achieve its annual goal(s)?

Activities / Strategies – Quality of IEPs	Activity Type	Activity Type	Timeframe	Personnel Responsible	Partners / CBOs Leveraged	Measurement Tool for Monitoring Impact
Ongoing teacher training on the development of quality IEPs.	Professional Development	Professional Development	Weekly	IEP teacher, instructional coaches, administration	na	IEP Review

Ongoing support for teachers in the area of 3C: engaging students in the learning.	Strengthen Core Instruction	Instructional Coaching	Ongoing	instructional coaches, model teacher, administration	na	observation
Teacher teams meet regularly to review academic and behavioral data to determine areas in which independence may be increased.	Strengthen Core Instruction	Teacher Team/PLC Development/Planning	Ongoing/Continuous	teachers; instructional coaches, administration	na	student data review: academic and behavioral
Annual review schedule developed and updated monthly to reflect upcoming due dates and reminders to contact parents.	Utilizing Digital Tool	Other	Ongoing	administration, IEP teacher	na	weekly compliance report in SESIS
Specific training on developing IEPs for ELL-including functional	Unpack State Standards	Unpack State Standards	ongoing	IEP teacher; ELL teachers,	na	review of ELL IEPs

levels for both English and the home language.				administration		
Ongoing support and training for teachers and paraprofessionals in crisis management and prevention.	Unpack State Standards	Unpack State Standards	ongoing	behavior support teacher, counselors, administration	na	
na	Unpack State Standards	na	na	na	na	
na	Unpack State Standards	Unpack State Standards	na	na	na	na
na	Unpack State Standards	Unpack State Standards	na	na	na	na
na	Unpack State Standards	Unpack State Standards	na	na	na	na

If desired, the school may use this Professional Development Plan Template as a resource for documenting and planning the professional development that will be provided to staff.

3b. Family & Community Empowerment

What strategies will the school implement to support families and communities in their understanding of this annual goal and action plan, and how they might support students outside of school?

Strategies for Family & Community Empowerment	Timeframe	Partners/CBOs Leveraged
parent workshop on understanding IEP	Annual	na
parent engagement activities celebrating multi-culturalism.	Annual	na
Parent support workshops for supporting behaviors, including father's club.	Annual	na
na	Annual	na

Part 4 - Progress Monitoring:

What will the school monitor throughout the year to determine progress against their annual goal(s)? It is expected that progress monitoring occurs at a minimum of a quarterly basis.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets				Target Subgroup / Grade or Cohort	If prompted for subgroup, please fill in this column for that row, otherwise put "N/A"
		Q1	Q2	Q3	Q4		
Danielson Framework for Teacher Effectiveness	Percentage of teachers scoring within effective or highly effective in the area 3C	25%	50%	75%	85%	Other {write in next column}	All eligible teachers

IEPs: reduction in related services	Percentage of students moving to less intense settings	3%	5%	10%	15%	Other {write in next column}	na
ELL IEPs contain functional levels in both languages	percentage of ELL IEPs including functional levels in both languages	25%	50%	75%	100%	Other {write in next column}	na
reduction in the number of EMS calls	number of EMS calls	less than 30	less than 25	less than 20	less than 15	Other {write in next column}	na
professional development for writing quality IEPs	percentage of IEPs containing all necessary information	30%	60%	90%	100%	Other {write in next column}	all teachers
Completion of IEPs and 3 year reevaluations	percentage of completion by compliance date	50%	75%	90%	100%	other	all teachers and SBST

Part 5 – Budget and Resource Alignment: What resources will the school leverage to achieve their annual goal(s) and implement this action plan?

Time and Schedule (how will you align time/schedule within the school day to support the successful implementation of above action plan)	Human Capital (how will you align human capital to support successful implementation of the above action plan)	Funding Sources (Funding sources you will use to support successful implementation of the above action plan)	other
Coverages for meetings	IEP coach and Transition Coordinator	Tax Levy	na
Teacher Collaboration	Unit Teachers; APs; Instructional Coaches	Tax Levy	na
Professional Development planned weekly within each unit	Unit Teachers, APs, Instructional Coaches	Tax Levy	na
na	na	Tax Levy	na

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All NYCDOE Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body to involve and engage all Title I parents of participating students in the Title I program. The size of the Title I PAC is a school-based decision and should include parents of students in various grades, as well as parents of English language learners and students with IEPs. The Title I PAC will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program, and the development, revision and review of the parent and family engagement policy.

The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student

academic achievement and school performance. **The School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Educational Plan (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 in central parent engagement 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. The Title I PAC represents the Title I parent community. To meet its responsibilities the Title I PAC Chairperson will work in a consultative role with the SLT and communicate with the school's Title I parents. Your school's Title I PAC Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. P.S. X176, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement 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 (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

P.S. X176 will support parents and family members 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;

Parental Involvement and School Quality

The school's Parent and Family Engagement 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, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement 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 family members and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent and Family Engagement 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 and Family Engagement 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 and family members 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 and Family Engagement Policy and School-Parent Compact;
- engage all parents in discussion and decisions regarding the required Title I 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting 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 and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

- 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 Advisory Council;
- 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)

P.S. X176, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with 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 State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur,

notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting each school year for parents and family members 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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