

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**28Q182**

**School Name:**

**THE SAMANTHA SMITH SCHOOL**

**Principal:**

**ANDREW TOPOL**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 28Q182  
School Type: NYCDOE Public School Grades Served: K-5  
School Address: 153-27 88<sup>th</sup> Ave., Jamaica, NY 11432  
Phone Number: 718-298-7700 Fax: 718-298-7706  
School Contact Person: Andrew Topol Email Address: atopol@schools.nyc.gov  
Principal: Andrew Topol  
UFT Chapter Leader: Mary Ahern  
Parents' Association President: Angelica Guzman-Mejia & Martha Martinez  
SLT Chairperson: Kathie Minelli  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 28 Superintendent: Mabel Muniz-Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd., Rm. 242, Jamaica, NY 11435  
Superintendent's Email Address: MSarduy@schools.nyc.gov  
Phone Number: 718-557-2618 Fax: 718-557-2623

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felica Lepore

## Section 2: School Leadership Team (SLT) Signature Page

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

### **Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. 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.\*\*
3. 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)
Andrew Topol	*Principal or Designee	
Mary Ahern	*UFT Chapter Leader or Designee	
Angelica Guzman-Mejia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Martha Martinez	Member/ Parent	
Ana Tzuban	Member/ Parent	
J. D. Rose	Member/ Parent	
Arelis Sales	Member/ Parent	
Gabriela Piloza	Member/ Parent	
Lolita Parbhu	Member/ Parent	
Karla Garcia	Member/ Teacher	
Amanda McKenna	Member/ Teacher	
Kathie Minelli	Member/ Teacher	
Evangeline Duffy	Member/ Teacher	
Deirdre Bonini	Member/ Teacher	

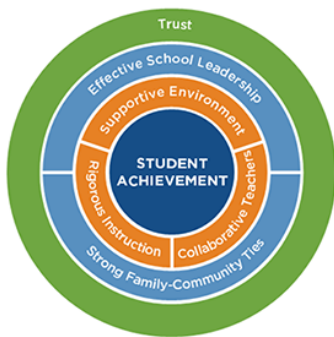
\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### **The Capacity Framework and CEP Development**

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P. S. 182 is a K-5 elementary school, with incredible a diversity and breadth. Our 950 students come from every corner of the globe and from Jamaica itself, representing more than 20 languages and dialects. Our support for our significant English-Language Learners and special-needs students is as varied as are our students are themselves. We tailor our models and supports to the students we have before us.

P. S. 182 generally follows a constructivist approach to learning, employing curricula from the Teachers’ College Reading and Writing Project, from Investigations and Context for Learning in mathematics, the inquiry-based FOSS science curriculum and Positive Behavior Intervention and Supports for character development. We have three science labs, a thriving arts program—visual and musical--, and our Quest after-school program (in collaboration with the Child Center of New York).

Delivering the best to our children means constantly striving to better everyone who works with them. Families must be empowered partners. At, P. S. 182 parents and guardians join actively as volunteers, committee members, and learners. Our families partake in adult ESL classes, our workshops, Family Mornings, our school website, celebrations and performances and a multitude of ways. Families are an essential part of our P. S. 182 learning community.

P. S. 182 staff continually pushes forward in our own learning. We work intensively with Columbia University on literacy and inclusive education. We collaborate with a myriad of arts and community organizations. Our teachers participate in wide –ranging studies and pursuits.

All of us at P. S. 182-- adults and children alike—continually learn and develop. This is what a learning community does. This is how we provide our children with all they deserve, the very best.

### Our Vision

*P. S. 182 is dedicated to nurturing minds and hearts. We are nurturing minds and hearts of children in order to open endless doors of opportunity for them. We are preparing our children to make positive impacts on the worlds they enter, now and throughout their lives.*

*To do this, our children must own their learning experiences—academic, social, and emotional. They will understand what they do, not merely follow procedures and complete tasks. They will guide their own learning, not merely comply with rules and directions. Our children will be the driving forces in their education and development.*

*To do this, our children require the strong guidance, the encouragement, and the support of our entire school community. This entails a community of learning, one where everyone is constantly enhancing our ability to support our children. Professional development and studies are essential for our staff. Parents learning alongside their children and parent involvement in all aspects of P. S. 182 are integral to the success of our children.*

*Our thriving arts and science programs, our studies in constructivist mathematics, our studies across balanced literacy, these are not just content areas, but vehicles for broader lessons. Inquiry, understanding, application, communication, and reflection—these are the habits of mind we nurture and expect across our curricula. Development of lifelong traits of perseverance, independence, risk-taking, and respect are our goals. P. S. 182 is committed to life-long results for our children.*





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

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

### Part 1 – Needs Assessment

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

Only 11 of over 500 third through fifth graders attained a level four on the April 2014 New York State ELA exams. Yet, according to June 2014 reading levels as per the Teachers College Running-Records Assessments, nearly 18.7 percent of students in those grades were reading at level four, exceeding grade-level reading benchmarks. Analysis of the ELA-exam results shows a great discrepancy between the overall student performances on the multiple choice and the constructed responses, with the majority of all students doing far better on the multiple-choice sections. This trend is even more pronounced with the students who attained running-record levels of four.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure that P. S. 182 provides all students with rigorous CCLS-aligned instruction targeted to their learning needs, engaging them at their individual cognitive and skill-set entry points, by June 2015 there will be an increase of 81% of the number of students exceeding proficiency standards on the New York State English Language Arts exam given in April 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
On-going professional learning regarding the administration of, analysis of, and formative planning based on running records	K-5	September 2014-June 2015	Reading teacher, literacy coaches, administration
Monthly administrative monitoring of student running-record growth. Running records are administered on a rolling, as needed basis, in addition to the mandated three school-wide assessment periods.	K-5	September 2014-June 2015	Principal, data specialist
Tri-annual data meetings between classroom teachers and administration to discuss student assessments and instructional plans forward	K-5	September 2014-June 2015	Teachers, administration

Running-record confirmations: binder checks and validation running-records	K-5	September 2014-June 2015	Administration, reading teacher
Professional-learning studies focused on increasing student writing volume and focus, across curricula, inclusive of UDL and special-education best practices	K-5	September 2014-June 2015	Staff developers from Teachers College Reading & Writing Project (TCRWP) and Teachers College Inclusive-Classroom Program (TCICP), literacy coaches, teachers
Development of focused K-5 writing rubric: volume, focus, introduction/conclusion, supporting evidence; analysis of student writing and planning instruction based on rubric	K-5	September 2014-June 2015	Literacy coaches, teachers, administration
Professional –learning cycles on reading complex texts and applying complex texts to student writing based on ESL methodologies	K-5	September 2014-June 2015	Maryann Cucchiara (contracted staff developer) CFN 207 instructional-support specialist, literacy coaches, teachers
Literacy-enrichment and STEM enrichment groups for targeted students in grades 2-4 at levels high-three and four in reading	K-5	September 2014-June 2015	Literacy coaches, reading teacher, teachers
Monthly individual academic updates to parents, parent workshops, strategy suggestions tied to next steps, exemplars and strategy examples supports to parents	K-5	September 2014-June 2015	Literacy coaches, teachers, administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support will come from outside staff developers from TCRWP, TCICP, Maryann Cucchiara, CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ol>
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Monthly monitoring of reading levels; additional January, February, March writing assessment level high-three and four readers

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

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

### Part 1 – Needs Assessment

- |    |                                                                                                                                                                                                                                                                                                                         |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                |

On the FY14 NYC School Survey only 54% of teachers responded that they felt that order and discipline are maintained at this school. The prior year 50% of teachers responded this way. On the FY14 Survey, 88% of parents responded that they feel with children are safe at school; 94% responded this way the prior year.

The vast majority of OORS and SWIS incidents involved the same students. This data held for FY14 and FY13. Of the ten students most frequently appearing in FY13, only two remained on the same list in FY14.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure to improve the school’s approach to culture-building, discipline and social emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, we will meaningfully involve teacher/staff voice in decision-making, through implementation and analysis of internal assessments, to initiate, guide and lead school improvement efforts so that by June 2015 there is a 10% increase of teachers who feel that order and discipline are maintained at this school, identified by the NYC DOE School Environment Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
All staff will take the PBIS Self-Assessment Survey two or three times this year to gather information about specific items related to school safety and environment. The feedback will give direction and provide interim benchmarks, so that we can make ongoing adjustments throughout the year.	All staff	January, April, June 2015	Guidance staff, administration
Guidance and special-education teachers dealing with the greatest number of disciplinary incidents will be trained in Therapeutic Crisis Intervention. Additional staff will be trained on a hierarchical priority basis, as training becomes available.	Guidance and 12:1:1 special-education teachers	Winter & Spring, FY15	Guidance staff, 12:1:1 special-education teachers

School will track OORS and SWIS incident data to guide intervention supports for students and safety policy, directing resources accordingly	Students with most frequent incidents	September 2014-June 2015	Guidance Staff, Assistant Principal Rosenbaum
School will regularly communicate with staff regarding data regarding safety, student disciplinary incidents, and interventions/supports, a on monthly basis	All staff	January-June, 2015	Guidance Staff, Assistant Principal Rosenbaum
School will implement PBIS (positive behavior interventions & support) Tiers I, II, III to support students according to data	All students, students with most frequent incidents	September 2014-June 2015	All Staff
Staff will introduce "Beautiful Me" program to support female students' esteem and personal growth	Female students, 3-5)	January-June 2015	Guidance & Quest after-school staff
Continue to study UDL and best instructional practices to more highly and positively engage students in academic studies	All students	September 2014-June 2015	All teachers, TCICP and TCRWP staff developers, CFN 207 Instructional-support staff, administration

#### Part 4 – Resources Needed

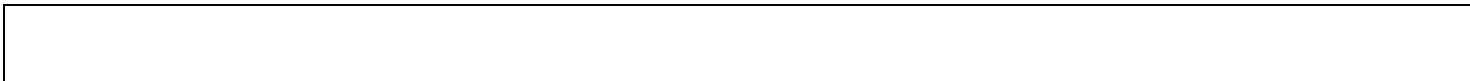
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support will come from outside staff developers from TCRWP, TCICP, "Beautiful Me", and TCI, CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
PBIS Self-Assessment Surveys (January, April, June) for interim feedback and benchmarks, regarding teacher/staff perceptions of order and discipline, showing positive trends				
Monthly monitoring of incidents as per OORS & SWIS, showing positive trends				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



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

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

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                |

Eighteen percent of students in grade three, four, and five met performance standards on the FY14 NYS ELA exams. Of our present fourth and fifth-grade ELL students, none scored above a level two on the ELA exams. The same applies to our special-education students. Of our present fourth and fifth graders, 53.7% of our students regressed relative to their previous year’s ELA scores. For our ELL students in that population, 56% regressed.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure coherence across classrooms, sequencing of curricula, and an increase in the levels of cognitive rigor that is critical for students to perform at higher levels of learning, teams of second and third-grade teachers and a K-5 team of teachers will engage in a year-long study focused on using ESL methodologies to help students engage CCLS-aligned complex texts at higher levels so that by June of 2015, we will achieve a 10% increase of students in participating grade fourth and fifth-grade classes showing growth in ELA performance levels as per the NYS ELA examinations, both for ELL and overall student populations as well as a 5% increase in students in participating third, fourth, and fifth-grade classes who meet performance standards on the FY15 ELA examinations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Four half-day professional-learning sessions with Maryann Cucchiara on language development and reading & writing complex text, using ESL methodologies	Second and third-graders, ESL/DL students, select classes K-5	September 2014-June 2015	Second and third-grade teachers, ESL teachers, coaches, administrators, select K-5 teachers in advanced year-two group, CFN instructional-support specialists

Classroom intervisitations to develop collaboration, best practices, and feedback	Participating teachers	January-June 2015	Participating teachers, coaches, administration, CFN specialists
Professional-learning cycles to further develop understandings, best practices, resources, and plans based on the Cucchiara work	Participating teachers, coaches	January-June 2015	Participating teachers, coaches, administration
Infusion of developed instructional practices across curricular planning and instruction	Participating teachers, coaches	September 2014-June 2015	Participating teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support will come from outside staff developers from Maryann Cucchiara, CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Running-record assessment data (monthly), writing assessments against P. S. 182 rubric				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                     |

Based on feedback from the staff NYC School Survey, past Quality Reviews, and conversations with teachers and coaches, there is a desire for more teacher-led professional-learning opportunities. Based on instructional observations and professional development of staff, staff capacity to take on greater instructional leadership has never been higher.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to increase the levels of collective leadership in nurturing the professional growth of pedagogical staff, which results in instructional practices that raise student engagement and performance, by June 2015 75% of Monday professional-learning cycles will be facilitated or co-facilitated by teachers other than math or literacy coaches.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Staff surveys of professional-learning interests	Pedagogical staff	September 2014, January 2015, April 2015	P. S. 182 PD Committee
K-5 ELA and math vertical teams to meet on four-week on-off Monday cycles	K-5 ELA and math teacher leaders, coaching staff	September 2014-June 2015	K-5 ELA and math teacher leaders, coaching staff

Varied menus of professional-learning cycles developed from interest surveys, student data, administrative observations, on alternating four-week cycles	All pedagogical staff	September 2014-June 2015	All pedagogical staff, administration
Two ELA and two math teacher leaders participating in monthly CFN 207 teacher-leader professional-learning sessions	Lead teachers	September 2014-June 2015	Lead teachers, coaches, administration
Co-planning/co-teaching periods (every-other week) for coaches and vertical-team lead teachers to collaborate	Vertical teams, coaches	September 2014-June 2015	Vertical teams, coaches

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support will come from outside staff developers from CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
January, April, June assessment of percentage of Monday professional-learning cycles led by non-coach teachers.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                                   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                          |

A P. S. 182 internal parent-survey, the FY14 NYC School Environment Survey, feedback during parent workshops, and SLT and PTA meeting feedback from parents indicate a gap in the parent understanding of how strong exemplars look and the strategies children use to strengthen their work.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to collaborate with families as full partners in the learning and the development of their children, by June 2015 P. S. 182 will provide families with unit related exemplars and supporting strategies in writing and mathematics so that by June 2015, there will be an increase of 5% in the percentage of parents responding to the prompt, “my child’s school keeps me informed about what my child is learning” on the 2015 NYC School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Instructional staff will collaborate to determine exemplars and strategies to share with families	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will post on school website and send paper copies of writing exemplars used in classes for each math and writing unit, for each grade K-5	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will share strategies and explanations related to these exemplars	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will provide unit workshops to support the education of parents regarding the exemplars and strategies	K-5 parents	January-June 2015	Coaches, lead teachers, administration

School will provide material in English, Spanish, and Bengali, to the extent possible	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will survey parents regarding these supports in October, February, and May of FY15; results will guide future supports	K-5 parents	October 2014-June 2015	Coaches, lead teachers, administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
P. S. 182 instructional staff will coordinate supports with contracted website support.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
Parent surveys will gauge usefulness to parents. P. S. 182 is working with contracted website support to explore the possibility of tracking hits to the site and specific resources on the website.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	TCRWP assessments, Foundations unit assessments, NYS ELA scores & item analyses, on-demand writing, MOSL performance tasks, teacher conference notes and daily assessments and observations	Tiers I, II, & III: Foundations, Just Words, Fast Forward, LLI, guided-reading, shared & interactive writing, Razz Kids & A-Z Learning	Small-group, one-on-one	Before, during, after school
<b>Mathematics</b>	NYS Math scores & items analyses, Investigations unit assessments, school computational fluency assessments and 3x/4x school-crafted assessments, teacher conference notes and daily assessments and observations	<i>Do the Math</i> program by Marilyn Burns, Dreambox mathematics	Small-group, one-on-one	Before, during, after school
<b>Science</b>	teacher conference notes and daily assessments and observations	STEM investigations	Small group	During school
<b>Social Studies</b>	TCRWP assessments, NYS ELA scores & item analyses, on-demand writing, MOSL performance tasks, teacher conference notes and daily assessments and observations	Guided-reading, shared reading, interactive & shared writing	Small group	During and after school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist,	OORS and SWIS reports, teacher observations, referrals, teacher	"Beautiful Me" program, social-skills groups, Check-in/Check-out PBIS	Small group, one-on-one	During and after school

<i>Social Worker, etc.)</i>	observations	supports		
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At P.S. 182Q, we understand the importance of supporting teaching and learning so that what happens in our classrooms is <i>highly qualified</i>. As per our FY14 BEDS Survey, 100% of our teachers are highly qualified.</p> <p>All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas.</p> <p>P. S. 182 supports newer teachers who have completed their mandated mentoring with continued mentoring through coaching cycles with literacy and math coaches.</p> <p>All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.</p> <p><u>Teachers-College Reading and Writing Institute</u></p> <p style="padding-left: 40px;">Calendar Days - select teachers participate in targeted workshops on specific literacy topics/areas</p> <p style="padding-left: 40px;">Mini-Institutes - select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: un-packing the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification</p> <p style="padding-left: 40px;">In-House PD - highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.</p> <p><u>Coaches</u></p> <p style="padding-left: 40px;">P.S. 182 has 2.6 literacy coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed. We have 2.6 math coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.</p> <p><u>CFN 207 Math and ELA Leads</u></p> <p style="padding-left: 40px;">Two ELA and two math lead teachers participate in year-long professional-learning studies supported by the CFN.</p>

## Teachers College Inclusive Classroom Project

12:1:1 special-education teachers work with trained specialists from TCICP on utilizing Universal Design for Learning protocols and strategies to meet the need of the children in their classrooms. Two teachers from each grade are engaging in a study of how to engage our stronger readers and writers at higher levels, particularly in writing.

All second and third-grade teachers participate in professional development to especially tailored to support our ELL students in reading. A group of K-5 and ESL teachers are continuing the work in this area that they began last year. Though this work is based on ESL methodology, it supports all learners.

This work is led collaboratively by Rachel Rosenbaum (AP), Maryann Cucchiara (staff developer) and Steven Gilroy (CFN 207 Instructional-Support Specialist). The core study group of teachers is studying this area even more deeply, focusing on close readings, sentence construction and deconstruction, language acquisition, vocabulary development, and scaffolds to support ELL's access texts. Teachers then turn-key this information to the entire staff. In addition to this, ESL teachers push-in to classrooms during literacy and/or content-area subjects to support teachers and students in these regards.

All teachers are a member of at least one teacher team.

Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.

Vertical teams will meet to develop content and pedagogical expertise to develop their own skills and to lead their colleagues.

Lead teachers have been selected in every grade for literacy and math. They attend network and school-wide meetings and support their colleagues in whatever capacity necessary.

All teachers and paraprofessionals participate in professional-learning cycles running in four-week cycles on Mondays.

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

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

At P.S. 182Q, we understand the importance of supporting teaching and learning so that what happens in our classrooms is *highly qualified*. As per our FY14 BEDS Survey, 100% of our teachers are highly qualified.

All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas.

P. S. 182 supports newer teachers who have completed their mandated mentoring with continued mentoring through coaching cycles with literacy and math coaches.

All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.

### Teachers-College Reading and Writing Institute

Calendar Days - select teachers participate in targeted workshops on specific literacy topics/areas

Mini-Institutes - select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: un-packing the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification

In-House PD - highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.

### Coaches

P.S. 182 has 2.6 literacy coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity



needed. We have 2.6 math coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.

CFN 207 Math and ELA Leads

Two ELA and two math lead teachers participate in year-long professional-learning studies supported by the CFN.

Teachers College Inclusive Classroom Project

12:1:1 special-education teachers work with trained specialists from TCICP on utilizing Universal Design for Learning protocols and strategies to meet the need of the children in their classrooms. Two teachers from each grade are engaging in a study of how to engage our stronger readers and writers at higher levels, particularly in writing.

All second and third-grade teachers participate in professional development to especially tailored to support our ELL students in reading. A group of K-5 and ESL teachers are continuing the work in this area that they began last year. Though this work is based on ESL methodology, it supports all learners.

This work is led collaboratively by Rachel Rosenbaum (AP), Maryann Cucchiara (staff developer) and Steven Gilroy (CFN 207 Instructional-Support Specialist). The core study group of teachers is studying this area even more deeply, focusing on close readings, sentence construction and deconstruction, language acquisition, vocabulary development, and scaffolds to support ELL's access texts. Teachers then turn-key this information to the entire staff. In addition to this, ESL teachers push-in to classrooms during literacy and/or content-area subjects to support teachers and students in these regards.

All teachers are a member of at least one teacher team.

Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.

Vertical teams will meet to develop content and pedagogical expertise to develop their own skills and to lead their colleagues.

Lead teachers have been selected in every grade for literacy and math. They attend network and school-wide meetings and support their colleagues in whatever capacity necessary.

All teachers and paraprofessionals participate in professional-learning cycles running in four-week cycles on Mondays.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

**Part 4: SWP Schools Only**

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

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

P. S. 182 hosts visits from Pre-K schools and offers school tours to prospective parents during the spring. We hold open houses, where the children can visit the classrooms before the school year begins. We hold parent orientation sessions.

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

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

P. S. 182 uses assessments tied to the curricula we use. Through analysis of data, feedback from teachers, and co-planning with coaches, we hone the types and frequency of assessments, adding and subtracting as needed. Support for the administration of assessments comes through professional-learning sessions, grade meetings, individual meetings, and written directions.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	545026	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	116891	X	
Title III, Part A	Federal	35444	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4713516	X	

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P. S. 182, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 182Q** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

PS 182Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*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 Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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



and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.