



2017-18
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M087

School Name:

P.S. 087 WILLIAM SHERMAN

Principal:

MONICA BERRY

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

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

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 87 William T. Sherman School Number (DBN): 03M087
310300010087

BEDS Code: _____

Grades Served: Pre Kindergarten-Fifth grade

School Address: 160 West 78th Street

Phone Number: 212.678.2826 Fax: 212.678.5886

School Contact Person: Monica Berry Email Address: mberry@schools.nyc.gov

Principal: Monica Berry

UFT Chapter Leader: Lauri Posner

Parents' Association President: Jackie Dolson-Shewchuk.

SLT Chairperson: Zachary Howard and Christen Bishara

Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A

Student Representative(s): N/A
N/A
N/A

CBO Representative: _____

District Information

Geographical District: 03 Superintendent: Ilene Altschul

Superintendent's Office Address: 154 W 93rd St, New York, NY 10025

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

Phone Number: (212) 678-5867 Fax: (212)222-7816

Field Support Center (FSC)

FSC: Manhattan Executive Director: Yuet Chu

Executive Director's Office Address: 333 Seventh Ave, 8th Floor, New York, NY 10001

Executive Director's Email Address: ychu@schools.nyc.gov

Phone Number: 646.470.0721 Fax: 917.339.1765

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
[Monica Berry	*Principal or Designee	
[Lauri Posner	*UFT Chapter Leader or Designee	
[Jackie Dolson-Shewchuk	*PA/PTA President or Designated Co-President	
[N/A	DC 37 Representative (staff), if applicable	
[N/A	Title I Parent Representative or Parent Advisory Council Chairperson	
[N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
[N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
[N/A	[CBO Representative, if applicable/	
[Chrissy Childs	[Member/Parent	
[Christine Li	[Member/Parent	
[Christen Bishara	[Member/Parent	
[Jessica Gray	[Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jennifer Licht	Member/Parent	
Ross Comeaux	Member/Parent	
Jennifer Lombard	Member/Teacher	
Elizabeth Lynch	Member/Teacher	
Zachary Howard	Member/Teacher	
Cindy Lachow	Member/Teacher	
Diane Berman	Member/Teacher	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to Elementary and Secondary Education Act (ESEA) requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. Title I parents may choose to form one of the following for representation:

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

It is recommended that the Title I Chairperson (or alternate representative) attend all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent representative regarding

the joint development of the CEP, Parent Involvement Policy (PIP), and School Parent Compact (SPC) in Title I schools. For additional guidance on establishing a Title I Parent Committee click [here](#).

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

<p>1. What is your school’s mission statement?</p> <p>P.S. 87 IS ONE FAMILY UNDER THE SUN</p> <p>We are a community of learners that includes children, teachers, staff and families. Our mission is to build a stimulating and inclusive environment in which every student develops academically, socially and emotionally.</p> <p>WE ARE COMMITTED TO:</p> <ul style="list-style-type: none">* Creating a safe and supportive school culture, which promotes academic risk-taking in students and teachers.* Encouraging diverse learners to become self-directed, creative and independent through inquiry and exploration.* Fostering critical thinking through a grade-by-grade thematic curriculum centered on experiential learning, always striving towards academic excellence. <p>Our hope is that as students leave P.S. 87 they continue to be active participants in their communities</p>
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2. Provide Contextual information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 87 is a PK/K-5 primary school serving families on the Upper West Side. The school itself is a draw for families moving into the area, not only because it offers a first-rate public education to its students, but also because the school retains a strong and vibrant sense of community. The core values of our school have always been, and will continue to be, a *commitment to diversity* and to *differentiated instruction* : although seemingly unrelated, we believe they go hand-in-hand. As a school, we recognize that in order to advance each student through their individuated instructional path, we must teach—and know—the whole child. Thus, by teaching tolerance and awareness, we show our children that when we acknowledge *difference*, we can both promote inclusion and improve education.

We are committed to:

- Creating a safe and supportive school culture, which promotes academic risk-taking by students and teachers.
- Encouraging diverse learners to become self-directed, creative, and independent through inquiry and exploration.
- Fostering critical thinking through a grade-by-grade thematic curriculum centered on experiential learning, always striving towards academic excellence.

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

18% of our students have IEPs. The needs of these students are varied, but we do have a number of students with reading learning disabilities, speech and language impairments, and students on the Autism spectrum.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The 2016-2017 *School Quality Guide* shows that we have made improvements in all areas of the Framework for great schools. Our significant improvement over years suggest that our school's investment and methodologies are working. By most measures, we are an extremely successful school.

Although we did see improvement in this area one area that still lags behind the rest of the indicators is the area of "Trust." One of our goals is to have an increase in this year by building stronger connections within our community through the work we will be doing under the area of supportive environment.

School Demographics and Accountability Snapshot for 03M087

School Configuration (2017-18)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	877	SIG Recipient (Y/N)	N
English Language Learner Programs/Number of Students (2016-17)					
Transitional Bilingual	N/A	Dual Language	YES	# Self-Contained English as a Second Language	5
Special Education Programs/Number of Students (2015-16)					
# Special Classes (ELA)	1	# SETSS (ELA)	11	# Integrated Collaborative Teaching (ELA)	22
# Special Classes (Math)	1	# SETSS (Math)	4	# Integrated Collaborative Teaching (Math)	22
Types and Number of Special Classes (2016-17)					
# Visual Arts	33	# Music	33	# Drama	33
# Foreign Language	N/A	# Dance	33	# CTE	N/A
School Composition (2015-16)					
% Title I Population	6.8%	% Attendance Rate	96.1%		
% Free Lunch	6.2%	% Reduced Lunch	0.8%		
% Limited English Proficient	3.8%	% Students with Disabilities	16.8%		
Racial/Ethnic Origin (2016-17)					
% American Indian or Alaska Native	0.6%	% Black or African American	4.9%		
% Hispanic or Latino	14.8%	% Asian or Native Hawaiian/Pacific Islander	6.8%		
% White	64.0%	% Multi-Racial	8.8%		
Personnel (2015-16)					
Years Principal Assigned to School	5.19	# of Assistant Principals	2		
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification	13.87		
% Teaching with Fewer Than 3 Years of Experience	6.25	Average Teacher Absences	3.6		
Student Performance for Elementary and Middle Schools (2016-17)					
ELA Performance at levels 3 & 4	81.1%	Mathematics Performance at levels 3 & 4	78.3%		
Science Performance at levels 3 & 4 (4th Grade) (2015-16)	97.7%	Science Performance at levels 3 & 4 (8th Grade) (2015-16)	N/A		
Student Performance for High Schools (2014-15)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A		
Global History Performance at levels 3 & 4	N/A	US History Performance at Levels 3 & 4	N/A		
4 Year Graduation Rate (15-16)	N/A	6 Year Graduation Rate (15-16, 2010 Cohort)	N/A		
Regents Diploma w/ Advanced Designation (15-16)	N/A	% ELA/Math Aspirational Performance Measures	N/A		
Overall NYSED Accountability Status (2017-18)					
Reward	NO	Recognition	N/A		
In Good Standing	YES	Local Assistance Plan	NO		
Focus District	YES	Focus School Identified by a Focus District	NO		
Priority School	NO	Focus Subgroups	N/A		

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

Elementary/Middle School			
Met Adequate Yearly Progress (AYP) in ELA (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	YES	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	YES
Met Adequate Yearly Progress (AYP) in Mathematics (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	YES	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	YES
Met Adequate Yearly Progress (AYP) in Science (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	YES	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	YES
High School			
Met Adequate Yearly Progress (AYP) in ELA (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A
Met Adequate Yearly Progress (AYP) in Graduation (2015-16)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A	ALL STUDENTS	N/A

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

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

Part 1 – Needs Assessment

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

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

During the 2016-2017 Quality Review, it was noticed that there is an inconsistent level of rigor in the math discussions across classrooms. It was also noticed that overall, the discourse in our literacy based classes were more rigorous than the discourse in the math classrooms. The students interviewed during the review process also stated that they did not find math as engaging or challenging as reading, writing, or social studies, which we believe may be linked to the level of rigor in the discussion in the math classrooms.

Part 2 – Annual Goal

Indicate your school's 2017-18 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, through an ongoing data analysis process of examining summative tasks, there will be an increase of 10% of students meeting grade level benchmarks in math from the BOY assessment.

Part 3a – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Individualized Assessment</p> <ul style="list-style-type: none"> • Conduct assessments of each student, to provide for progress measurement and continued analysis across the school year <p>In September, prior to beginning enVision MATH curriculum, teachers in each grade will use at least two pre-selected topic tests as a pre-assessment. The same topic tests will be used as a post assessment in March.</p> <p>Data Analysis</p> <p>Teacher teams will collaboratively look at student work and analyze lessons in order to adjust instructional practices based on their on-going data analysis.</p>	<p>All students</p>	<p>September 2017-March 2018</p>	<p>Classroom Teachers, literacy coaches, reading intervention specialists, and Administration</p>
<p>Targeted Intervention</p> <ul style="list-style-type: none"> • Identify students who would benefit from intervention. • Administrate the Boost-Up Math Intervention program (ongoing). • Evaluate children quickly so as to determine which students will not benefit from Boost-Up. 	<p>Bottom 3rd in Math</p>	<p>September 2017-Early June 2018</p>	<p>Classroom Teachers, Intervention Specialists, Instructional Coaches</p>

3b – Family Engagement

How will your school engage families and support their understanding of Rigorous Instruction and the Common Core in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

[We will be conducting workshops for parents around mathematical ideas taught.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

[Staff will be hired to provide intervention services to students who are in need of additional support.

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

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

Part 5 – Progress Monitoring

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

[By January 2018, 75% of students will be on track to meet grade level benchmarks as measured by a midyear analysis of unit assessments.

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

[In math we will be using pre-selected enVision MATH.

Part 5c. In **February 2018**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Although we frequently observe and report a happy and supportive school environment,

we received our lowest score in the area of "Trust" on the most recent School Quality Guide. This represents a comparatively weak for PS 87, a high achieving school in so many other areas.

Part 2 – Annual Goal

Indicate your school's 2017-18 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, we will see a 5% increase in the area of "Trust" on our School Quality Guide moving from an overall score of 3.46 to a score of 3.63.

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Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Three school-wide assemblies to present to students the four tenets of Respect at PS 87: be Honest, be Brave, be Kind, be Wise 	Students and Faculty	September-October 2017	Administration
Announcement of the Respect for All initiative at the first PA meeting	Parents	September	Administration
<ul style="list-style-type: none"> A school-wide book of the month program, where each classroom is provided with a copy of a common book that is shared and discussed by each classroom teacher. 	Students and Faculty	September 2017-June 2018	Administration, Faculty, SLT Respect for All Committee, Parents Association
Incorporation of the Respect for All initiative into the annual PS 87 Spirit Day including branded Honest/Brave/Kind/Wise gear. All students will receive a free keychain, backpack zipper pull, or similar totem to carry with them.	Students	February 2018	PA and Parent SLT members
<ul style="list-style-type: none"> Collectively developed lesson plans and additional materials to support the teaching of each book of the month, across grades. 	Faculty	August 2017-October 2018	Teachers
Designed and branded pamphlet sent home to families.	Parents	September 2017	Administration, SLT Respect for All Committee

3b – Family Engagement

How will your school engage families and support their understanding of Supportive Environment in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We are scheduling workshops for parents to discuss how to teach their children living out the four tenets as well as parenting skills workshops to help parents to support their children's social emotional development

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Books for the book of the month program.

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

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

Part 5 – Progress Monitoring

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

SLT will create a survey to that will have similar questions to those found on the School Learning Environment Survey. We will expect to see a 75% positive response in the area of trust.

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

Surveys given to students, parents and staff.

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Part 5c. In **February 2018**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

On the 2016-2017 School Quality Guide, collaborative teachers was the lowest rated are on our school's Learning Environment Survey. Through the survey we have found that teachers do not feel that they have ample time to meet with teachers of other grades to align their instruction from year to year.

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Part 2 – Annual Goal

Indicate your school's 2017-18 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, teachers will meet in organized vertical teacher teams no less than 6 times per school year to share ideas regarding new initiatives, best practices, four tenets book of the month, the use of technology, and professional development in order to establish common language and consistencies across grades.

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Part 3a – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> • Teachers will participate in multi-grade teams to discuss best practices in various subject areas and curriculum units as well as create activities and discuss the book of the month, which will highlight one of P.S.87's four tenets. • Teachers will participate in technology professional development provided by their colleagues, administrators and technology staff developers from the Manhattan Field Support Center. 	<p>Teachers</p>	<p>September 2017- June 2018</p>	<p>Administration, Staff Developers and Teachers</p>
<p>100% participation in School-wide Collaboration on School Tenets</p> <ul style="list-style-type: none"> • Teachers and administrators will collaborate in creating and implementing lessons built around the four tenets. A school wide launch will be in September 2017 with a school wide reflection and evaluation in May 2018. <p>100% participation in an hour of code (code.org)</p> <ul style="list-style-type: none"> • Teachers and administrators will collaborate in creating and implementing a coding curriculum. School wide participation in December's hour of code organized by code.org. 	<p>Parents, Students, and Staff</p>	<p>September 2017-June 2018</p>	<p>Administration, Faculty, SLT Respect for All Committee, Parents Association</p>

3b – Family Engagement

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

Throughout the year, a series of technology workshops will be presented to parents and families; addressing issues of

personal technology and cyberbullying and introducing coding and google classrooms.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Support from the Principal and Assistant Principals in facilitating the above-mentioned meetings, professional development sessions, and parent outreach

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

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

Part 5 – Progress Monitoring

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

After every meeting, teachers will summarize and share their discussion and next steps. They will provide feedback about the implementation of the four tenets book of the month and lessons around coding.

In January of 2018, we will give an SLT created survey to teachers to measure progress.

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

Meeting notes and next steps

SLT created survey

Part 5c. In **February 2018**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

During the School's Quality review, it was seen that the level of rigor in the math classrooms did not match those of the literacy classrooms. Increased timely feedback in the area mathematics as well as professional development in mathematics instruction are needed to increase the level of rigor in the mathematics classroom.

Part 2 – Annual Goal

Indicate your school's 2017-18 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2018, we will see an increase of 5% in the average score of math observations in the area of "student engagement" on the Danielson rubric.

Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Administration will have a tracking system to ensure that all teachers are evaluated and receive feedback on a more regular basis. <ul style="list-style-type: none"> Administration will create a system to track the number of observations each administrator conducts as well as when the feedback has been given to a teacher in the area of math. Administration will analyze data from observations done in math classrooms and create professional development opportunities for teachers in areas of need. Administration will conduct learning walks at other schools to gather ideas on how to increase the level of rigor in the mathematics classrooms. Administration will invite other administrators to the school to observe classes and give advice on how to increase rigor. 	Teachers and students	October 2017-May 2018	Administration

3b – Family Engagement

How will your school engage families and support their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Workshops will be conducted to educate parents on how to engage their students in rigorous math tasks.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Access to professional development videos and knowledge of professional development opportunities directly associated with the Danielson Framework.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
[X]	Tax Levy	[]	Title I SWP	[]	Title I TA	[]	Title II, Part A	[]	Title III, Part A	[]	Title III, Immigrant
[]	C4E	[]	21 st Century Grant	[]	SIG/SIF	[]	PTA Funded	[]	In Kind	[]	Other

Part 5 – Progress Monitoring

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

- Two cycles of observations which include math lessons will be completed by February 2018.
- Administration will review observation data and ascertain areas in need of development by January 30, 2018.

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

Data from Advance Web Application

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Part 5c. In **February 2018**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

While we consistently score well in the area of "strong family and community ties", we do not have most of our parents filling out the learning environment survey. This information is invaluable when we plan for the school year and it is important to have more parents fill out the survey.

Part 2 – Annual Goal

Indicate your school’s 2017-18 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2018, parents and teachers will increase participation in completing the school survey by 5% by the date provided by the DOE so that the school will better be able to meet the educational needs of students and families.

Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> Schedule workshops for parents. Topics of the workshops will be based on a needs assessment. 	Parents	September 2017 -June 2018	Administration, Parent Association Executive Board, SLT
<ul style="list-style-type: none"> Incorporate staff-led workshops and/or discussions into monthly Parent Association meetings. 	Parents, teachers, school staff,	September 2017-June 2018	Administration, Parent Association Executive Board, SLT
<ul style="list-style-type: none"> Provide opportunities for families to get involved in community service projects. 	All Students	September 2017-June 2018	PS 87 Community Service Committee, Teachers, Administration, SLT

3b – Family Engagement

If any, list the Community Based Organizations or other partnerships that support family and community engagement. Indicate with N/A if not applicable.
Ramapo will be providing workshops for our parents.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Outside organizations to partner with our Community Service Committee in order to facilitate projects for classroom community service projects.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
<input checked="" type="checkbox"/>	Tax Levy	<input type="checkbox"/>	Title I SWP	<input type="checkbox"/>	Title I TA	<input type="checkbox"/>	Title II, Part A	<input type="checkbox"/>	Title III, Part A	<input type="checkbox"/>	Title III, Immigrant
<input type="checkbox"/>	C4E	<input type="checkbox"/>	21 st Century Grant	<input type="checkbox"/>	SIG/SIF	<input checked="" type="checkbox"/>	PTA Funded	<input type="checkbox"/>	In Kind	<input type="checkbox"/>	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2018, we will analyze initial survey response rates, Our goal is to have a response rate of 60% by the end of February.

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

NYCDOE school survey

Part 5c. In **February 2018**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)	Type of program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Teacher assessments	Guided Reading Strategy groups	Small group one-to-one	During school day
Mathematics	Teacher assessments / ECAM	Remediation and reinforcement of concepts/subskills required to learn grade level content	Small group one-to-one	During school day
Science	Teacher assessments	Reading comprehension and content- skills reinforced through pre- and re- teaching and adapted instructional materials as needed.	Small group one-to-one	During school day
Social Studies	Teacher assessments	Reading comprehension and content- skills reinforced through pre- and re- teaching and adapted instructional materials as needed.	Small group one-to-one	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor / teacher referral	Talk, play and art therapy, addressing emotional issues and developing social interpersonal skills.	Small group one-to-one	During school day

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

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

25

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

We have purchased school supplies, provided after school care, and have provided counseling services.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

We currently have 25 students living in temporary housing.

.

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

We have used our funding to purchase supplies for the students.

.

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

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Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)
<p>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.087 William Sherman , in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), 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.</p>
Support for Parents and Families of Title I Students
<p>P.S.087 William Sherman will support parents and families of Title I students by:</p> <ul style="list-style-type: none"> ● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology; ● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; ● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress; ● providing assistance to parents in understanding City, State and Federal standards and assessments; ● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; ● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;
Parent Involvement and School Quality
<p>The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all</p>

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., ESEA State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School 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;

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-

Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S.087 William Sherman, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (ESEA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and Secondary School (ESEA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports

and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

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.