NYC Department of Education
Chancellor Richard A. Carranza

Guide for Developing Your School/ Comprehensive Educational Plan Using iPlan

Office of State/Federal Education Policy and School Improvement Programs (OSFEP)
Spring 2018

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2018-19 School Educational Planning Document* Development Timeline

Actions	Timeframe
Comprehensive Educational Planning training (Focusing on ESSA and how it can inform educational planning)	April, May and Part of June
The iPlan Portal closes for the rollover of 2017-18 information into the 2018-19 plans	March 29 – April 8, 2018
Schools access their 2018-19 S/CEPs and other documents in the iPlan Portal	April 9, 2018
Schools develop their 2018-19 S/CEPs and other planning documents using iPlan and align with their proposed school-based budgets	April 9 – June 29, 2018
Central releases preliminary school budgets	May 2018
Schools develop 2018-19 preliminary S/CEPs and other documents for review and feedback in iPlan	By June 29, 2018
Principals complete their online attestation in iPlan stating that their preliminary school-based budget aligns with their 2018-19 S/CEP annual goals	By June 29, 2018
Coordinated review of 2018-19 S/CEPs and other documents by central offices, superintendents and their teams, and the New York State Education Department (Decision Point – Superintendent can request access restrictions for their schools during their review period)	July 2 – July 31, 2018 for all SED identified schools; July 1 – August 31, 2018 for all others
Superintendents certify that the budget for each of their schools is sufficiently aligned to the 2018-19 S/CEP, or within 10 days of receiving a SLT response, provide their written response including the Supt's determination as to whether the school-based budget is aligned with the CEP	By July 31, 2018
Schools review coordinated feedback on their S/CEPs in iPlan	September 4 – October 19, 2018
Schools revise and finalize S/CEPs and other documents based on current data and feedback	By October 19, 2018
Superintendents approve for each of their schools that the S/CEP is ready for posting to DOE school websites; DELLSS approves the Language Allocation Policy (LAP) and new Title III plans for posting; Translation and Interpretation Unit approves the Language and Interpretation Plan (LTI) for posting	By November 2, 2018
Principals upload a signed copy of the School Leadership Team Signature Page using the link in the iPlan Portal	By November 2, 2018
Approved 2018-19 S/CEPs are bundled with ELL documents and posted on school websites and the public-facing page on iPlan	By November 5, 2018
Schools monitor progress towards meeting their annual goals and update plans and other documents on iPlan as needed	On going

* Language Allocation Policy (LAP); Title III Plan; Language, Translation and Interpretation Plan (LTI) and School Implementation Team Action Plan (SITAP)

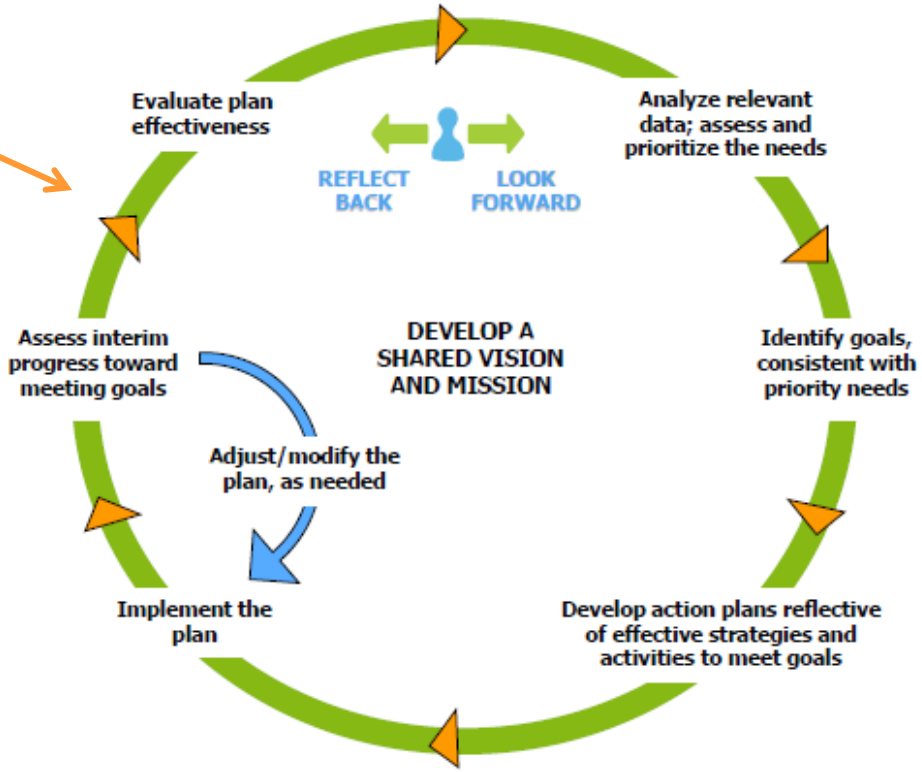
Why Do We Plan?

- Comprehensive educational planning is the process that engages districts, schools and communities in developing, implementing, and revising their educational plans to improve schools and outcomes for students.
- Chancellor's Regulation A-655 outlines the expectations for all School Leadership Teams (SLTs) 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 efforts.
- The School Leadership Team (SLT) is responsible for developing an annual School/Comprehensive Educational Plan (S/CEP) that is aligned with the school-based budget for each school year.
- Continuous improvement planning creates a process for assessing progress throughout the school year and sustaining schoolwide efforts to improve student achievement.

Using the Framework for Great Schools to Inform Comprehensive Educational Planning

The NYCDOE initiative on ***Equity and Excellence for All:*** *Diversity in New York City Public Schools*, the Framework for Great Schools and other initiatives afford schools and communities the opportunity to strengthen educational programs so that all students reflective of NYC's diversity have opportunities to reach their full potential.

The S/CEP guides school communities in a systematic, ongoing review and analysis of student needs to identify gaps in performance, address root causes, determine five (5) annual goals and implement activities and strategies that improve outcomes for students aligned with the Elements of the *Framework for Great Schools*.



Features of the iPlan Portal as a Comprehensive Educational Planning Tool

- The iPlan portal was developed to strengthen parent and family voice, support school communities in comprehensive educational planning, and increase opportunities for parent and family engagement, which is a major focus under ESSA.
- The Online Document Editor allows for real-time updates to the plan continuously throughout the school year.
- Comment boxes are located alongside every section. Multiple users can read each other's feedback.
- The name and role of the person leaving comments is noted at the top of the comment box (e.g., Superintendent, Principal, SLT member, Teacher, etc.)
- The tips feature provides additional guidance on plan development in select sections.
- The online plan can be downloaded, saved and printed in Microsoft Word or PDF format.
- Comments can be downloaded from the PRINT menu and saved as a PDF file for printing.
- Spell check and other MS WORD-like features make it easy to update the plan.

Features of the iPlan Portal (continued)

- The iPlan portal rolls over school responses from the last school year to the current school year for easy updating in the online document editor.
- The School Documents page gives schools access to all plans, including English Language Learner (ELL) and School Implementation Team Action Plan (SITAP) documents by clicking on a button.
- Clear Formatting Tool: Removes bold, italicized, or underlined fonts.
- Review Changes Tool: Compares different versions of the plan.
- Add/remove rows from action plan tables.

New Features in iPlan

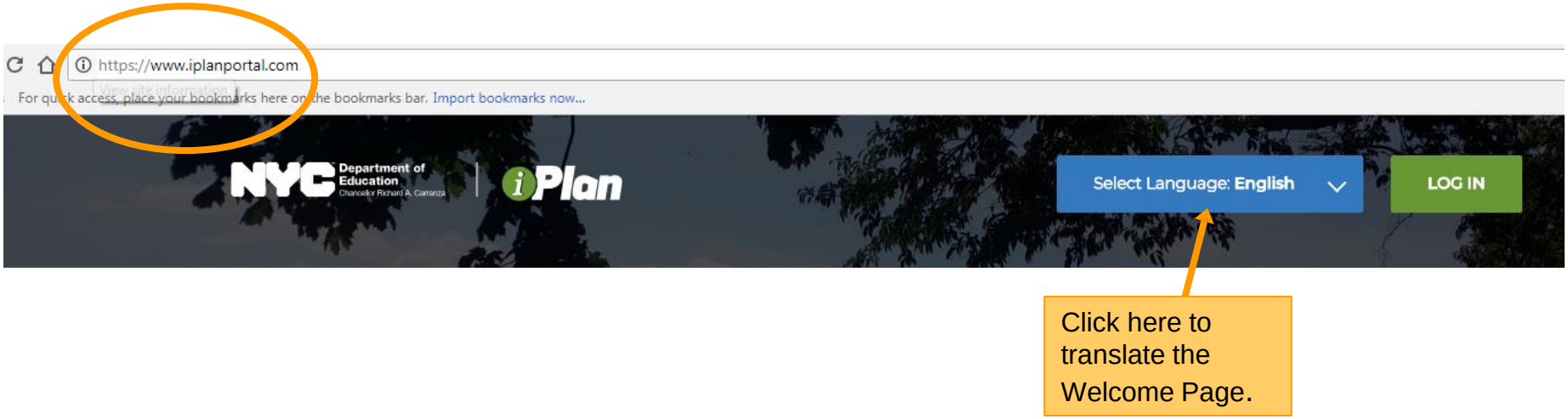
The iPlan Portal this year has been re-designed in order to streamline and enhance the user experience, as well as to increase accessibility:

- The iPlan Welcome Page has easy access to city, state, and federal resources for parents and families, as well as schools and districts,
- The Welcome Page can be translated into the nine major languages.
- The Portal is now customized for each user, removing the need for separate Review and School sites and each plan is customized based on city and state accountability initiatives.
- The Help section as been enhanced, click Learn More on the iPlan Portal to access the new Frequently Asked Questions (FAQs) page. There is now a search feature to look for guidance content throughout the Portal.
- The Workspace allows SLTs to engage in comprehensive educational planning within the iPlan Portal.
- The new Plan Snapshot is a summary of the school's S/CEP, including the school overview and annual goals from the public 2017-18 S/CEP. It can be translated into nine languages.
- The expanded **Resources** feature provides users with access to the iPlan Portal Resources and Guidance page with additional training materials, technical support and quick links.

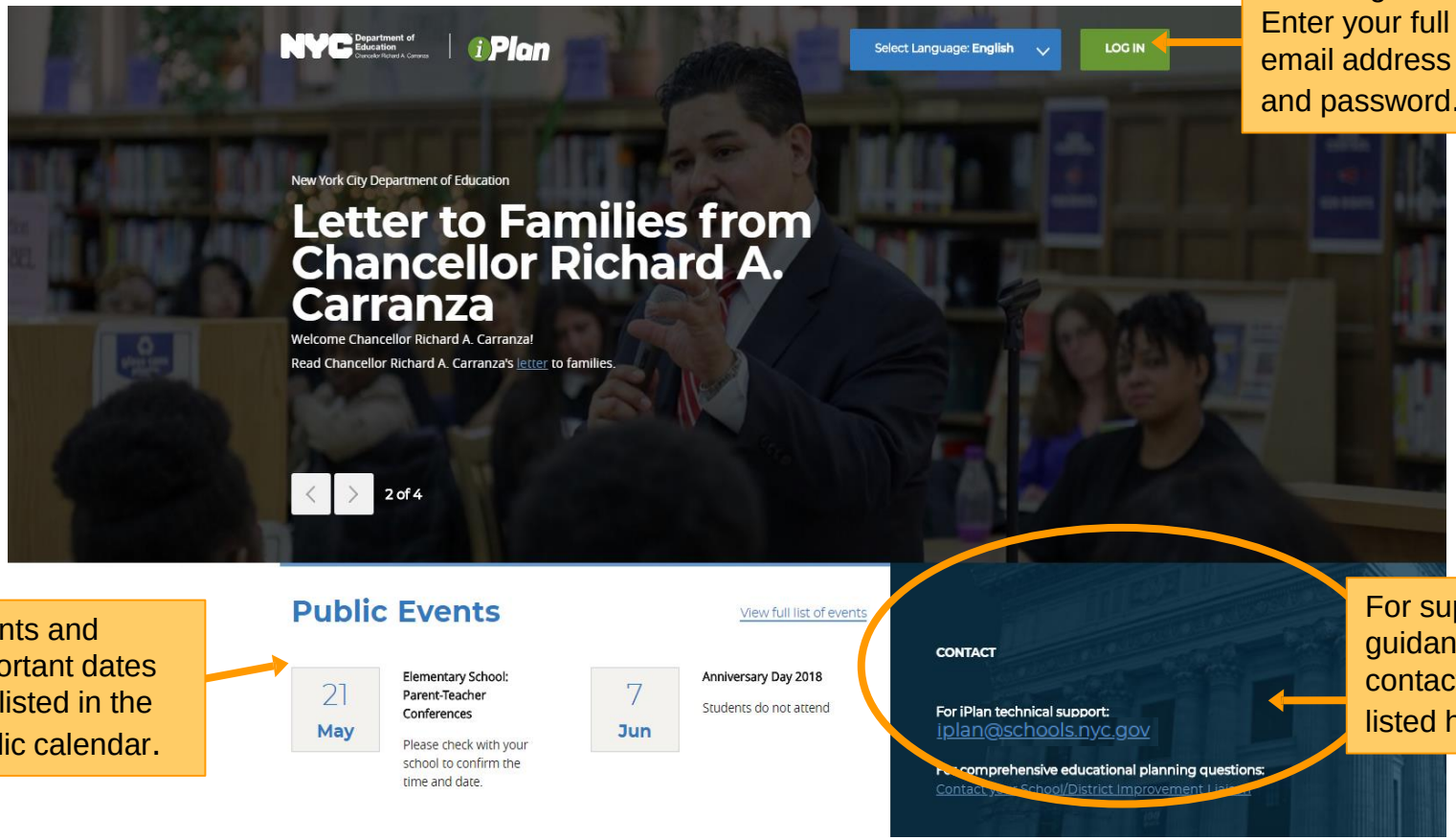
Accessing the iPlan Portal

Open the Google Chrome web browser and navigate to:

https://iplanportal.com/



iPlan Portal Welcome Page



Click Log In, then Enter your full email address and password.

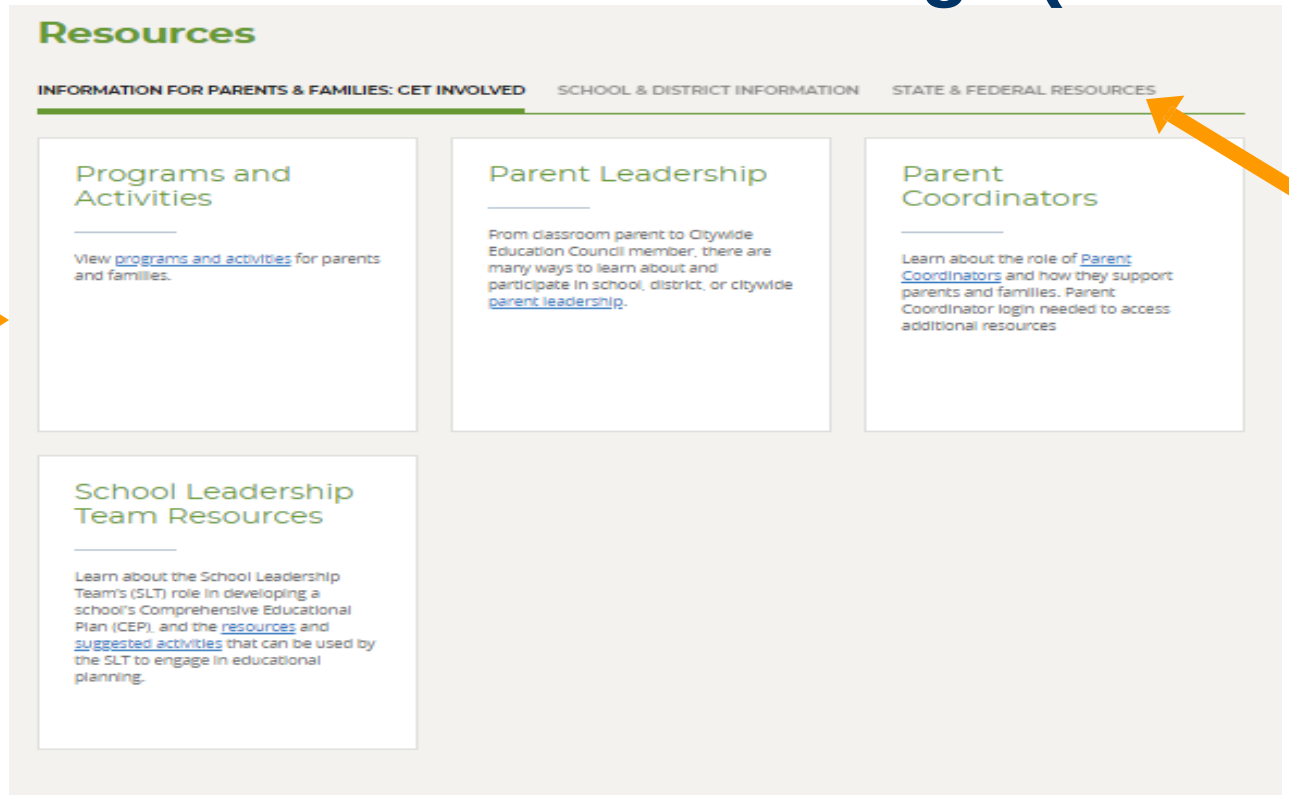
Events and important dates are listed in the public calendar.

For support and guidance, contacts are listed here.

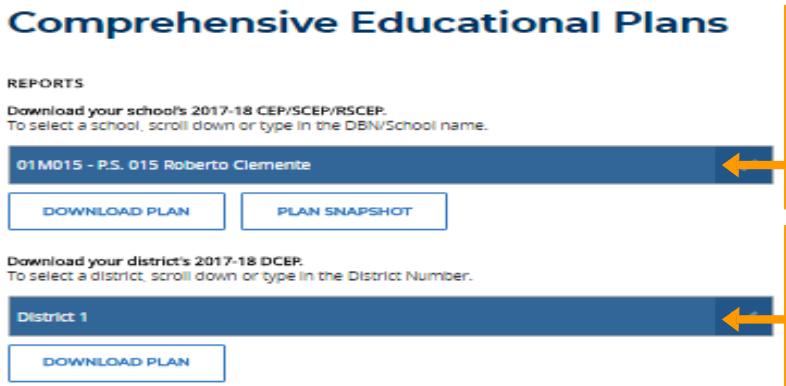
Scroll down to see the rest of the new Welcome Page.

iPlan Portal Welcome Page (Continued)

Guidance and resources, such as suggested SLT spring activities are available.



Click on the different tabs to access other resources and information.

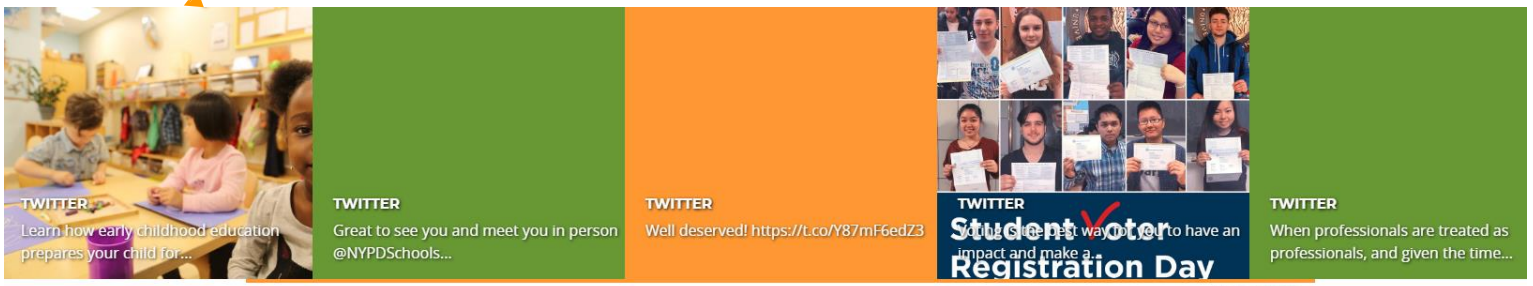


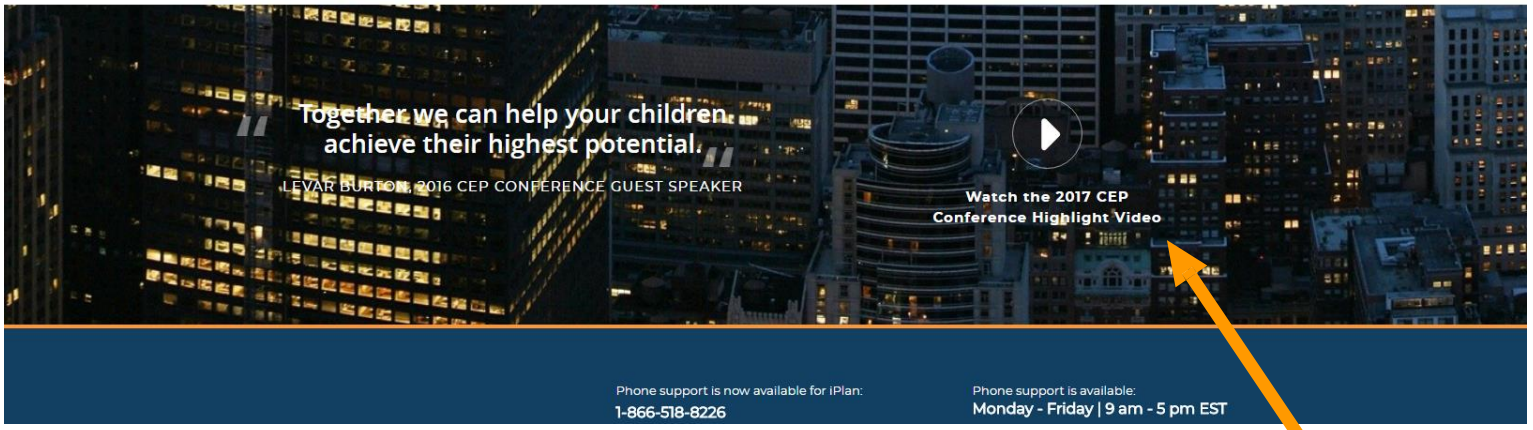
Use this dropdown to access a specific school's publicly posted plan and the plan Snapshot.

Use this dropdown to access a specific district's publicly posted plan.

iPlan Portal Welcome Page (Continued)

This live feed contains news and updates from the DOE Twitter, click the boxes to access the original page.

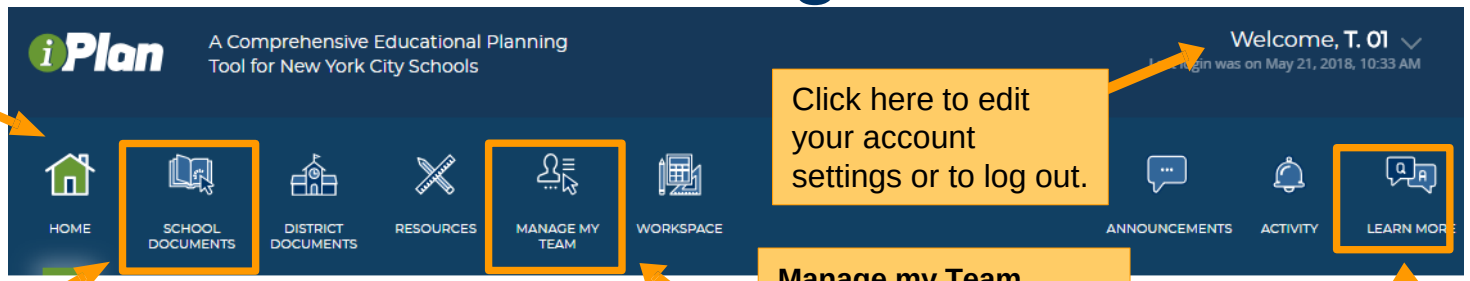




Click here to view the Highlight Video from last year's CEP Conference.

Home Page

Pages you have access to will be listed here.

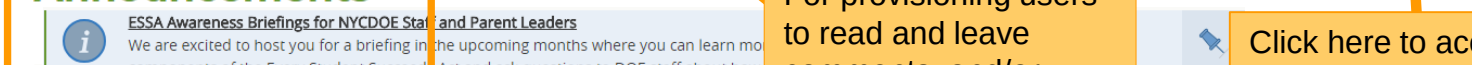


Click here to edit your account settings or to log out.

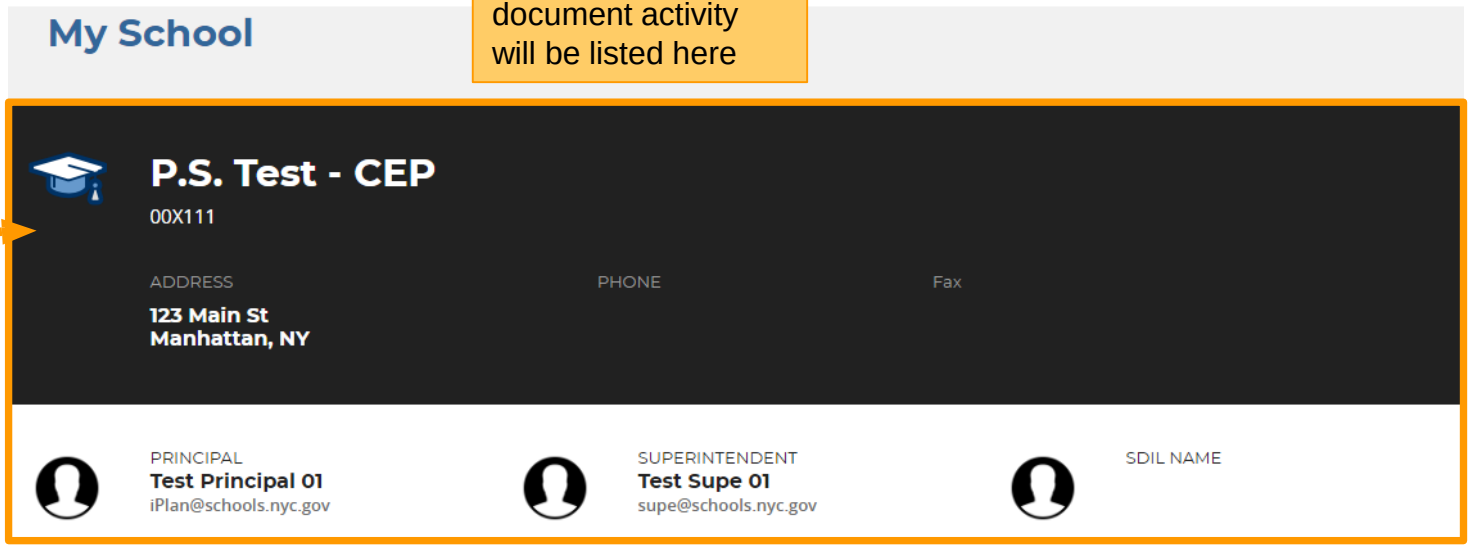
Click here to access your school planning documents.

Manage my Team *(Principals Only)*
For provisioning users to read and leave comments, and/or update the plan.

Click here to access the iPlan Frequently Asked Questions.



Site-wide announcements and document activity will be listed here

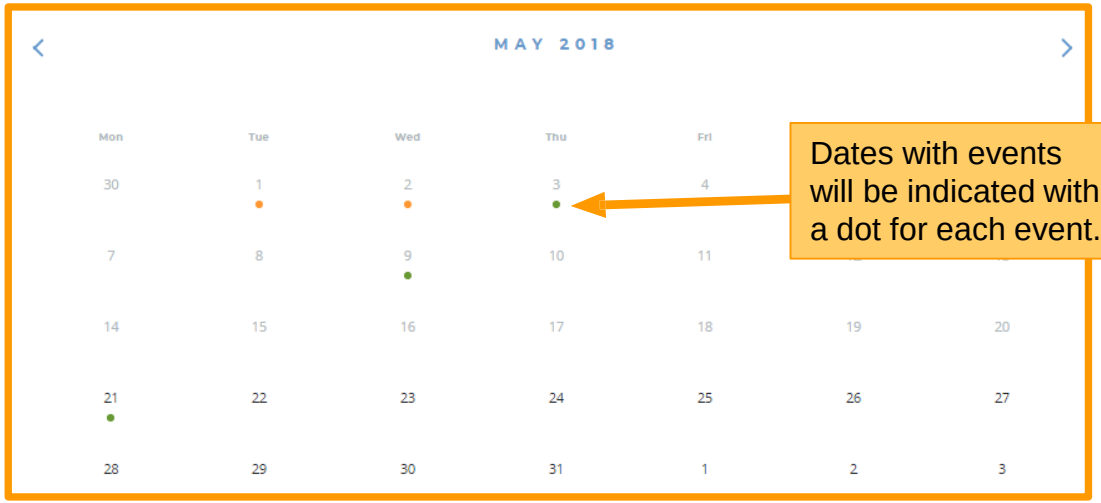


Your school's information is listed here.

Home Page Calendar

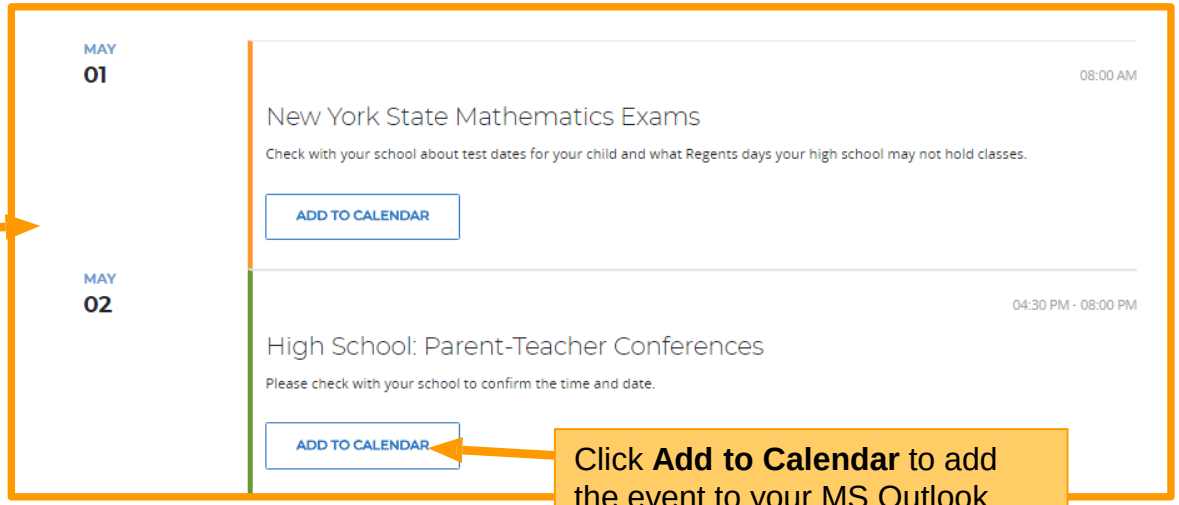
This is the current month layout.

The iPlan Calendar allows users to see key dates and upcoming events.



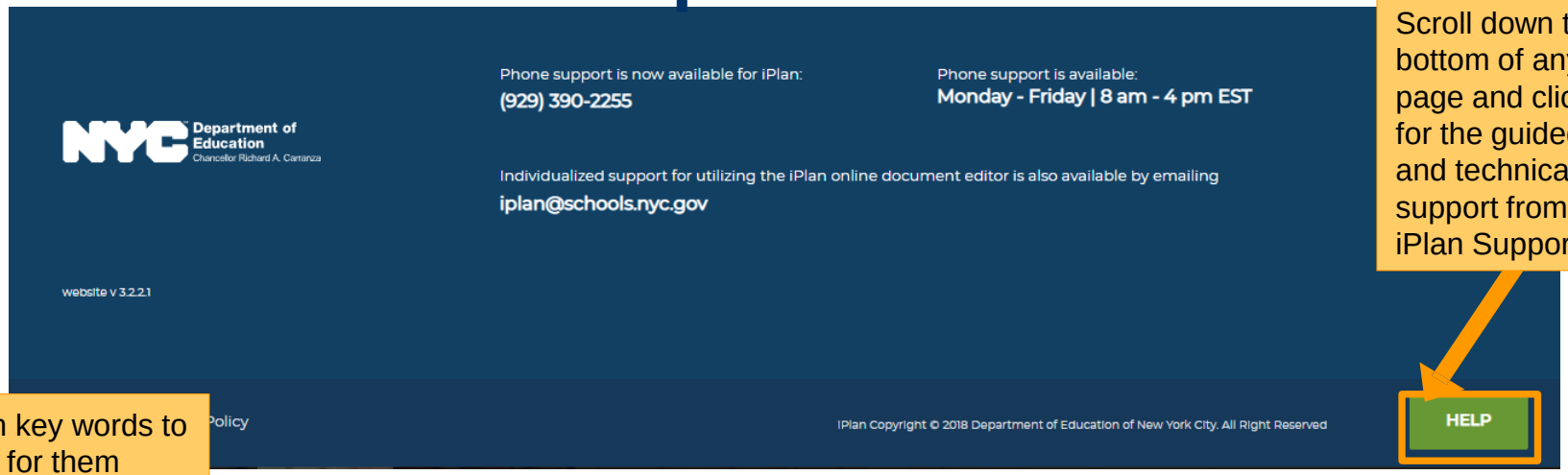
Dates with events will be indicated with a dot for each event.

Upcoming events for the current month will be listed here.



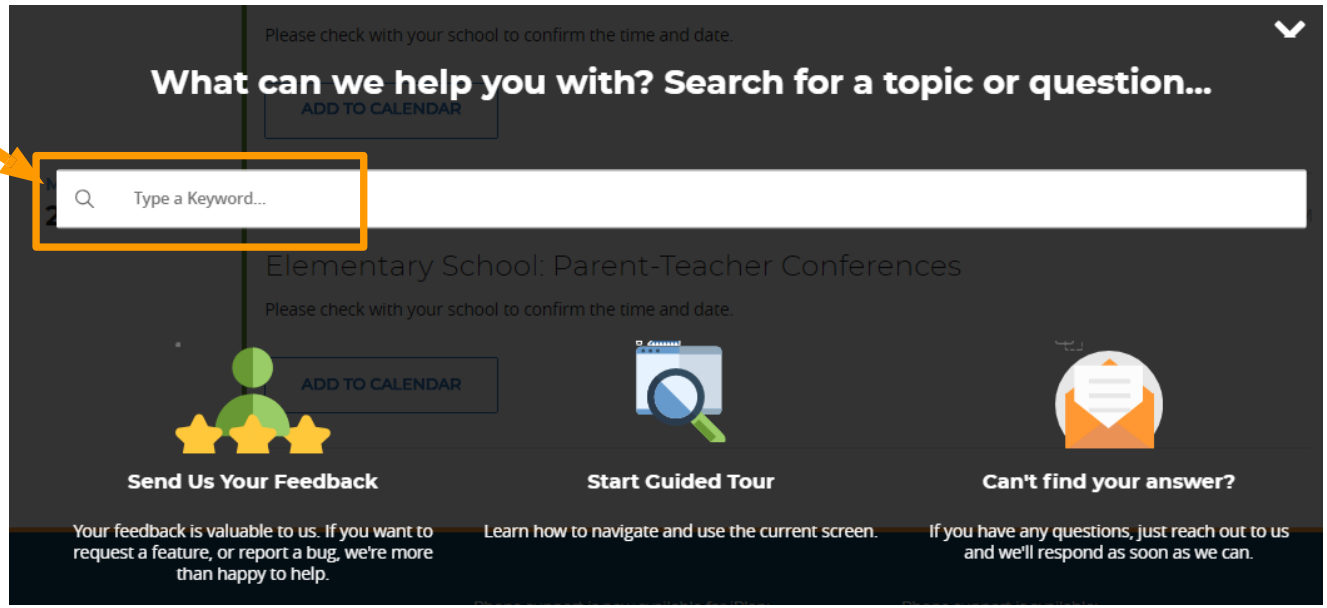
Click **Add to Calendar** to add the event to your MS Outlook calendar.

Help Feature



Scroll down to the bottom of any iPlan page and click **Help** for the guided tour and technical support from the iPlan Support Team.

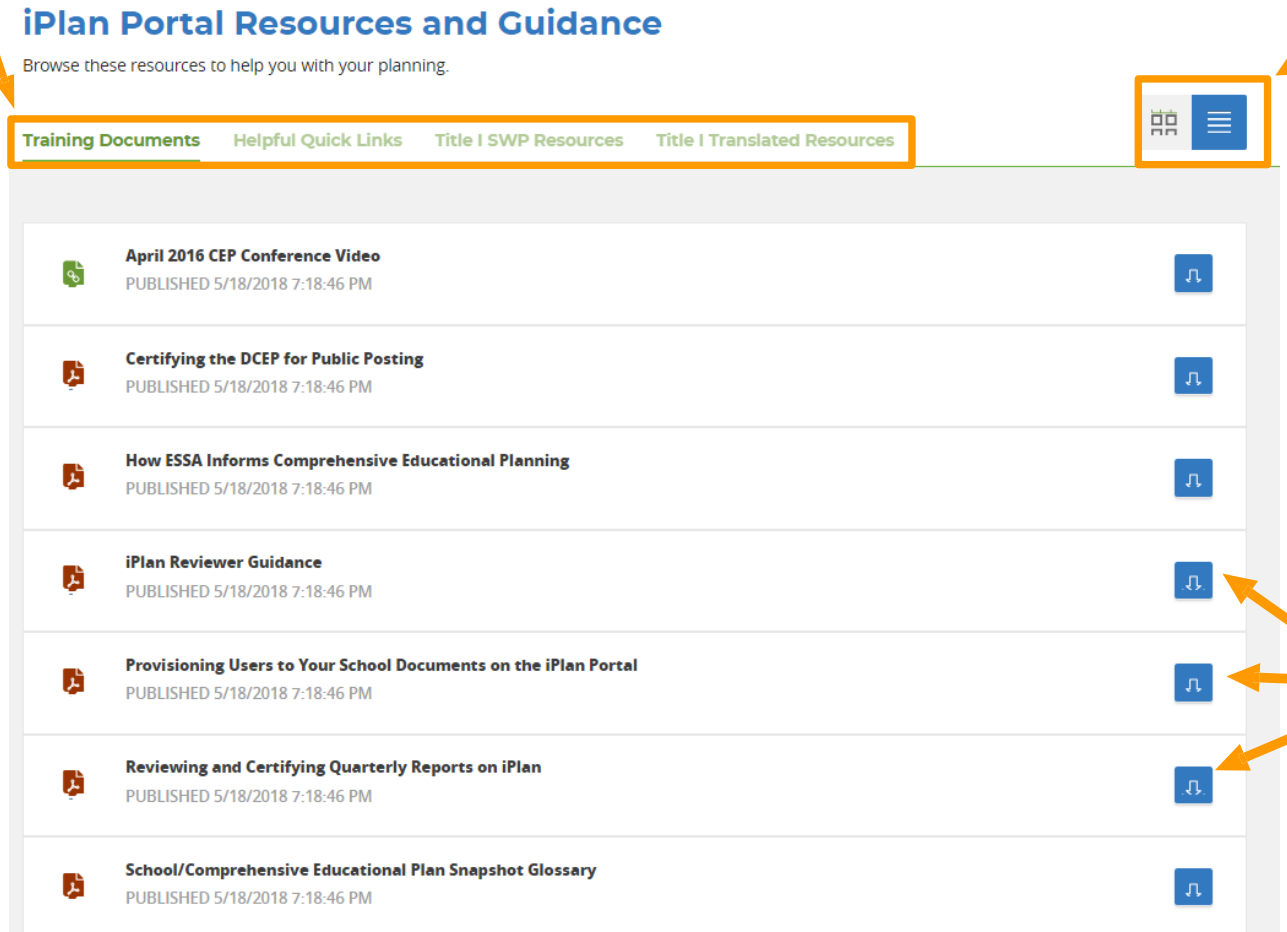
Type in key words to search for them within resources and guidance documents on iPlan.



Resources Page

Click on the tabs to access different categories of resources.

Click here to change the resources list to a grid format.

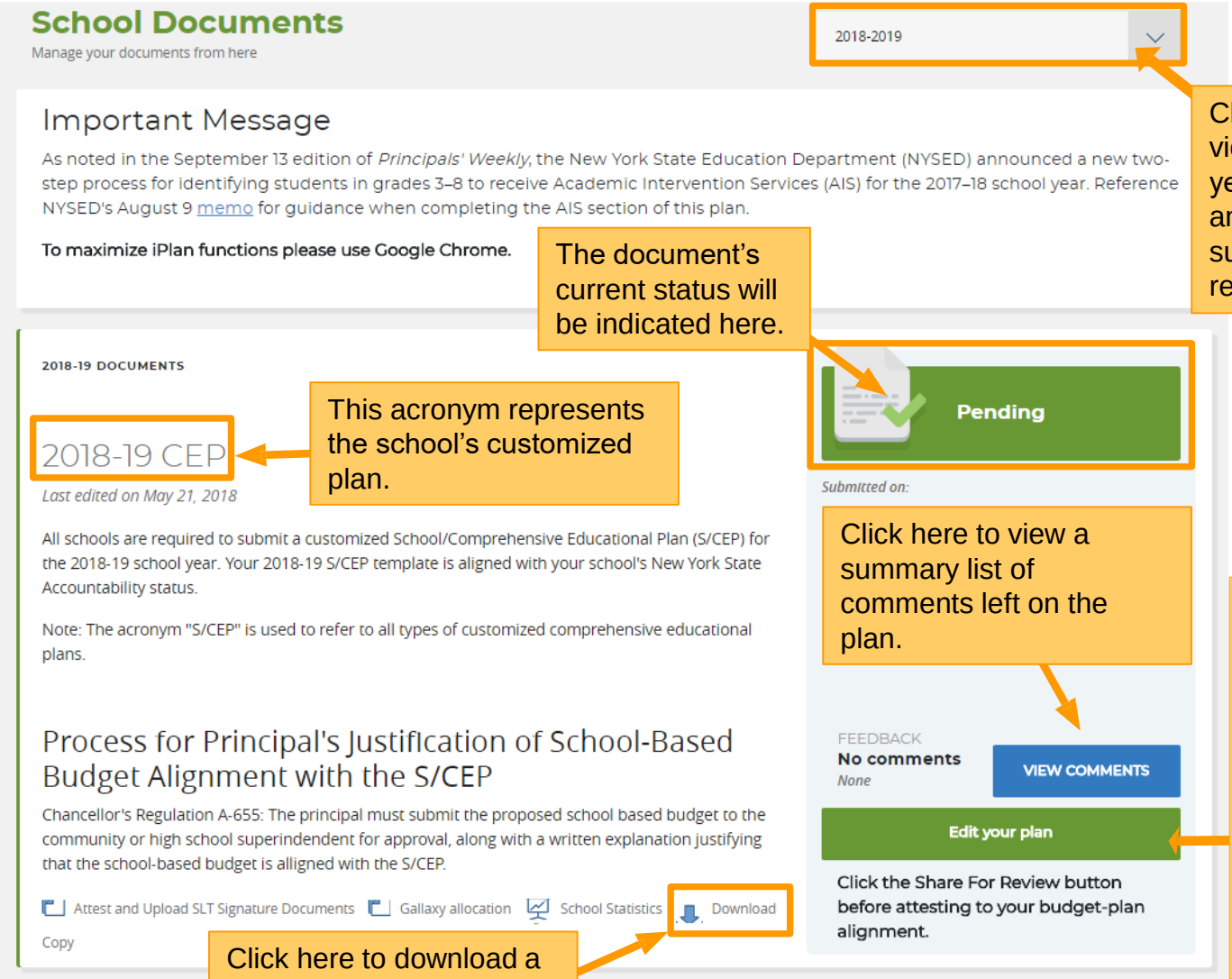


Click here to download the resource.

School Documents Page

Included on the School Documents page are links to the following school documents:

- 2018-19 S/CEP
- Title III Plan
- Language Allocation Policy
- Language Translation & Interpretation Plan
- School Implementation Team Action Plan



Click here to view a prior year's plan and feedback summary report.

The document's current status will be indicated here.

This acronym represents the school's customized plan.

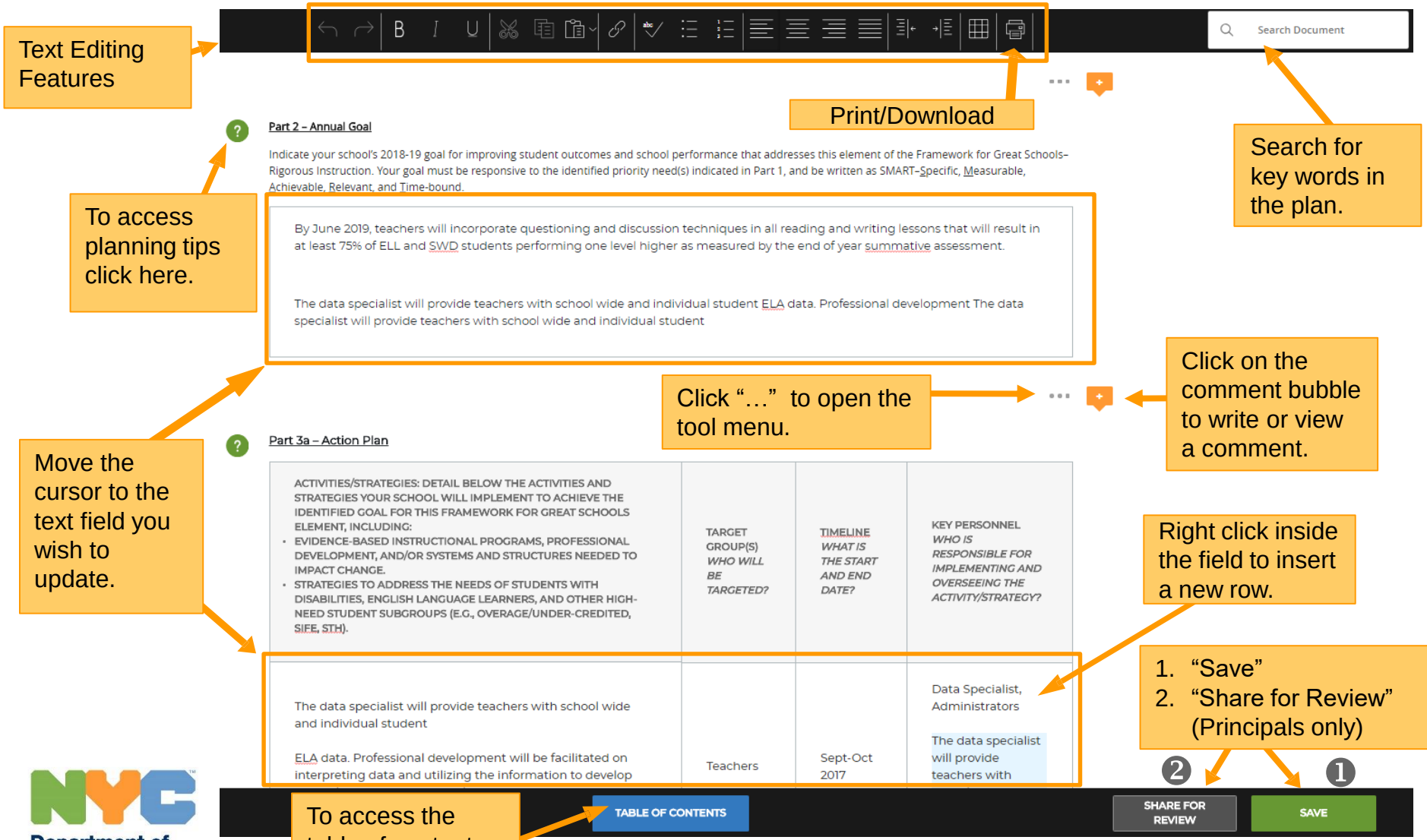
Click here to view a summary list of comments left on the plan.

Click **EDIT YOUR PLAN** to enter the online document editor and make revisions to your plan.

Click here to download a MS Word copy of the plan.

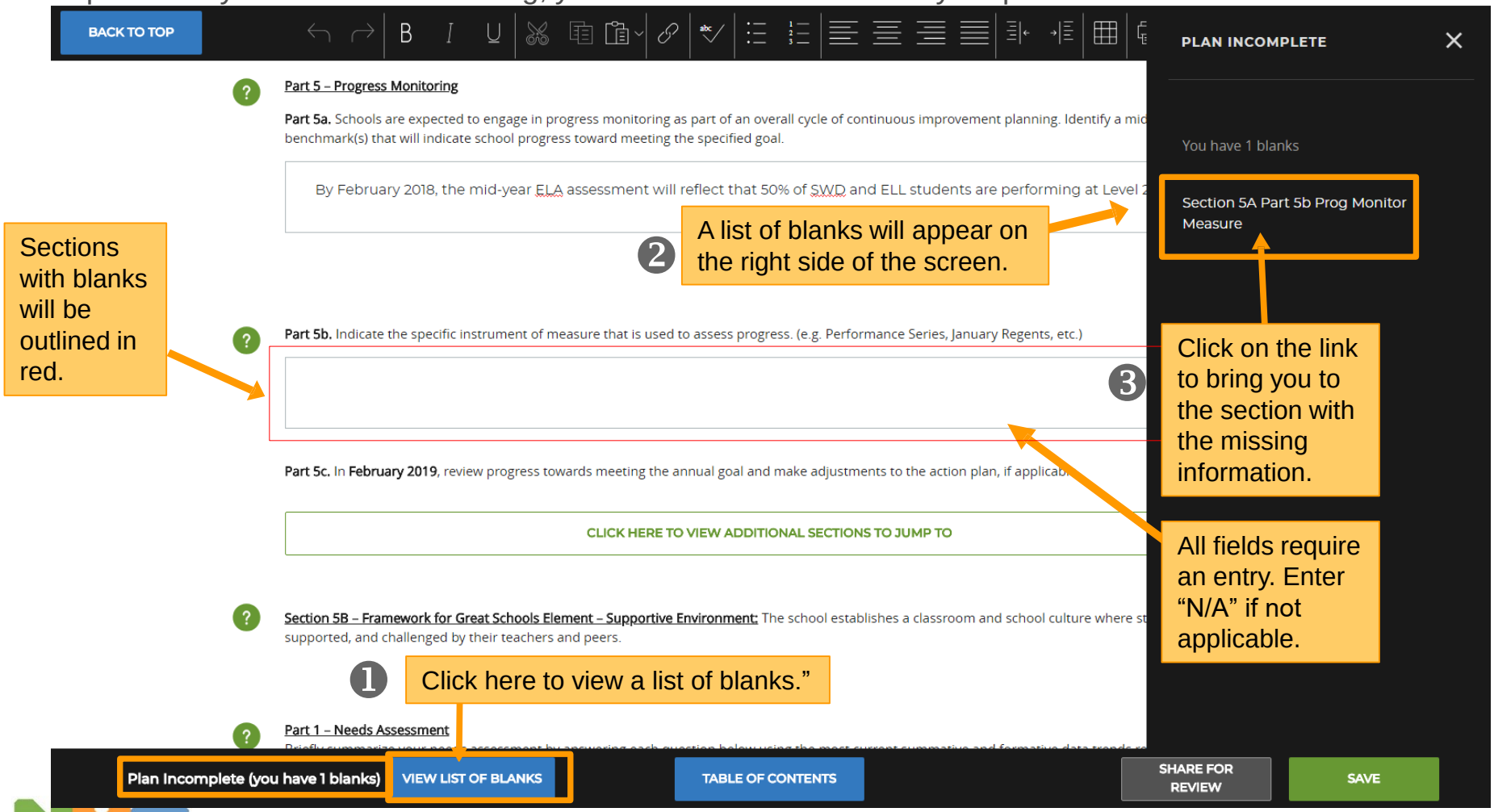
Using the Online Document Editor

The **Online Document** Editor is used to update your plan, read and write feedback and comments. Schools will be able to view and incorporate feedback provided by reviewers over the summer.



Required Fields

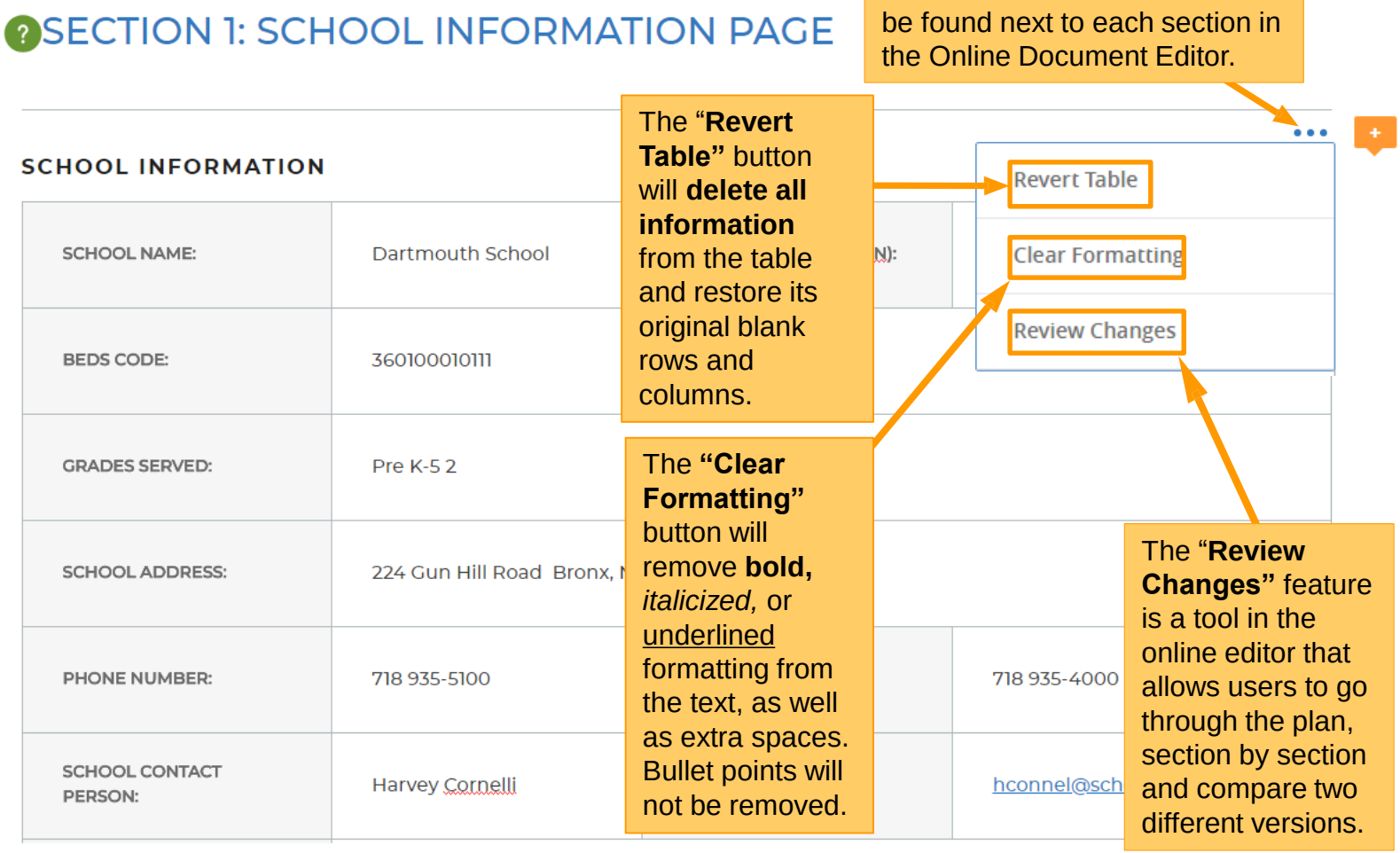
The editor ensures that all required fields are completed. If you click “SHARE FOR REVIEW” when a required entry is left blank or missing, you will not be able to share your plan for review.



Tool Menu

Clear Formatting, Revert Table, and Review Changes

Click on the "…" button to open the tool menu. This button can be found next to each section in the Online Document Editor.



The "**Revert Table"** button will **delete all information** from the table and restore its original blank rows and columns.

The **"Clear Formatting"** button will remove **bold,** *italicized,* or underlined formatting from the text, as well as extra spaces. Bullet points will not be removed.

The "**Review Changes"** feature is a tool in the online editor that allows users to go through the plan, section by section and compare two different versions.

Summary of Editor Features

- The **Table of Contents** tab

in the bottom bar of the page allows quick movement through the plan.

- A quick link to the **Table of Contents** is also located at the end of each section.

- Click **SAVE** to save updates so that only school users can see.

- Click **SHARE FOR REVIEW** so that the superintendent and other reviewers outside of the school can see updates to the plan. Note: Only Principals can click “Share for Review”.

- Click the printer icon to download the plan to a desktop or laptop in Microsoft Word. The plan cannot be downloaded to a tablet. Open the plan, click **FILE,** then click **“Print”.**

- **All updates to the plan should be made in the Online Document Editor.**

The School Leadership Team (SLT) Signature Page

Click in the text fields to type names.

NAME	POSITION AND CONSTITUENT GROUP REPRESENTED	SIGNATURE (BLUE INK)
Harvey Cornelli	*PRINCIPAL OR DESIGNEE	
Ivy Legares	*UFT CHAPTER LEADER OR DESIGNEE	
Fredrica Penn	*PA/PTA PRESIDENT OR DESIGNATED CO-PRESIDENT	
John Smith	DC 37 REPRESENTATIVE (STAFF), IF APPLICABLE	
John Smith	TITLE I PARENT REPRESENTATIVE (OR PARENT ADVISORY COUNCIL CHAIRPERSON)	
John Smith	STUDENT REPRESENTATIVE *(OPTIONAL FOR ELEMENTARY AND MIDDLE SCHOOLS; A MINIMUM OF TWO MEMBERS REQUIRED FOR HIGH SCHOOLS)*	
N/A	STUDENT REPRESENTATIVE *(OPTIONAL FOR ELEMENTARY AND MIDDLE SCHOOLS; A MINIMUM OF TWO MEMBERS REQUIRED FOR HIGH SCHOOLS)*	
N/A	CBO Representative, if applicable/	
Sunny Brooke	Parent	
Franklin Marshall	Member/Assistant Principal	
Penny Hampton	Member/Parent	
Jose Santiago	Member/Parent	
Marie Fordham	Member/Parent - SLT Chair	
Beatrice Smartie	Member/Parent	
Thomas George	Member/Teacher	
Jeff Washington	Member/Teacher	
Lucille Gaines	Member/Teacher	
David Morales	Member/Parent	
N/A	Member/	
N/A	Member/	

Core Members or designees are mandatory:
- Principal
- UFT Chapter Leader
- Parent Association or Parent-Teacher Association President

The Title I PAC Chairperson (or alternate representative) should attend all regular meetings of the SLT

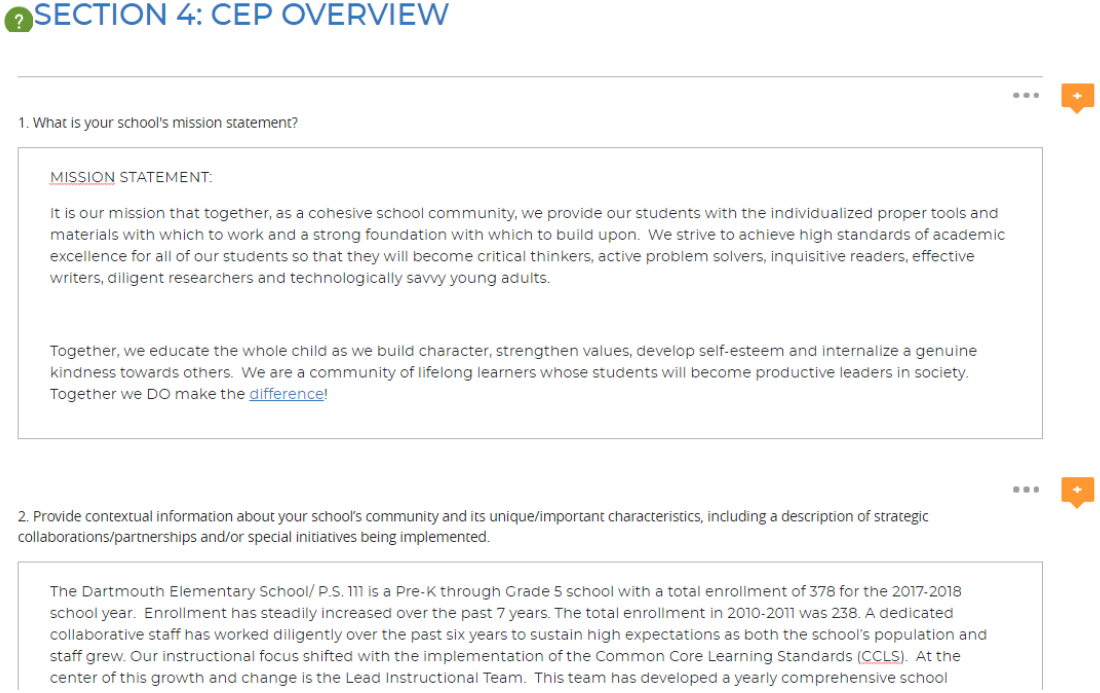
Enter all other SLT names titles or positions (e.g., parent. staff, student).

If an SLT member does not wish to sign the original SLT signature page, the member may attach a written explanation instead of signing, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.

- The SLT signature page is configured as per Chancellor's Regulation A-655.
- All SLT members are expected to sign and confirm their participation in the development of the school's educational plan and that they were consulted about the alignment of funding to support the plan.
- SLTs must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members.
- There is a 50-50 balance between parents and staff. Core mandatory members are included in the parent/staff count.
- Students and CBO members are not counted when assessing the parent/staff balance (CBO participation is optional, 2 High School Students are required).
- Signatures on the hard copy must be signed in **blue ink**.

If a school is missing a member(s) of the SLT (there is no chapter chair... there is no PA president...), the SLT should actively recruit a new member(s) in accordance with Chancellor's Regulations and seek guidance from the District Leadership Team.

The Overview Section



SECTION 4: CEP OVERVIEW

1. What is your school's mission statement?

MISSION STATEMENT:

It is our mission that together, as a cohesive school community, we provide our students with the individualized proper tools and materials with which to work and a strong foundation with which to build upon. We strive to achieve high standards of academic excellence for all of our students so that they will become critical thinkers, active problem solvers, inquisitive readers, effective writers, diligent researchers and technologically savvy young adults.

Together, we educate the whole child as we build character, strengthen values, develop self-esteem and internalize a genuine kindness towards others. We are a community of lifelong learners whose students will become productive leaders in society. Together we DO make the difference!

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.

The Dartmouth Elementary School/ P.S. 111 is a Pre-K through Grade 5 school with a total enrollment of 378 for the 2017-2018 school year. Enrollment has steadily increased over the past 7 years. The total enrollment in 2010-2011 was 238. A dedicated collaborative staff has worked diligently over the past six years to sustain high expectations as both the school's population and staff grew. Our instructional focus shifted with the implementation of the Common Core Learning Standards (CCLS). At the center of this growth and change is the Lead Instructional Team. This team has developed a yearly comprehensive school

The overview should provide a concise snapshot of the school's community and describe the unique characteristics:

- Include the school's mission statement, which should be located on the school's webpage. Does the current mission accurately reflect the school's purpose? Consider updating the school's mission statement, if needed.
- Provide contextual information about the school community, including partnerships
- Describe any special student populations
- Include the school's greatest areas of growth over the past school year, as well as continued areas of need

To get started updating this response, refer to the school's narrative in the NYCDOE school directory or other documents such as the School Self-Evaluation Form (SSEF).

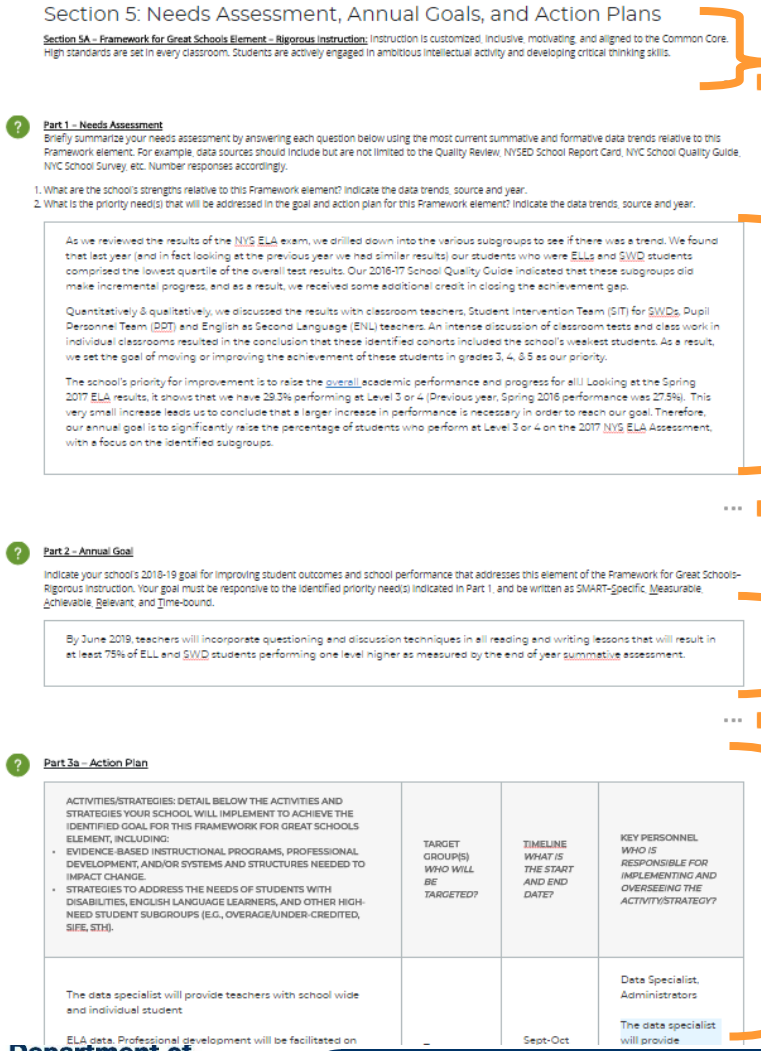
Note: The CEP Overview now has four distinct sections.

Note: Student names may not be included in the plan as per *Family Educational Rights and Privacy Act (FERPA), 1974*.

CEP Needs Assessment, Annual Goals and Action Plans

Section 5: Needs Assessment, Annual Goals, and Action Plans has 5 subsections (5A-5E).

Each subsection is aligned to an element of the Framework, and consists of: Needs Assessment, Annual Goal, Action Plan, Family Engagement, Budget and Resource Alignment, and Progress Monitoring.



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.

As we reviewed the results of the NYS ELA exam, we drilled down into the various subgroups to see if there was a trend. We found that last year (and in fact looking at the previous year we had similar results) our students who were ELLs and SWD students comprised the lowest quartile of the overall test results. Our 2016-17 School Quality Guide indicated that these subgroups did make incremental progress, and as a result, we received some additional credit in closing the achievement gap.

Quantitatively & qualitatively, we discussed the results with classroom teachers, Student Intervention Team (SIT) for SWDs, Pupil Personnel Team (PPT) and English as Second Language (ENL) teachers. An intense discussion of classroom tests and class work in individual classrooms resulted in the conclusion that these identified cohorts included the school's weakest students. As a result, we set the goal of moving or improving the achievement of these students in grades 3, 4, & 5 as our priority.

The school's priority for improvement is to raise the overall academic performance and progress for ell Looking at the Spring 2017 ELA results, it shows that we have 29.3% performing at Level 3 or 4 (Previous year, Spring 2016 performance was 27.5%). This very small increase leads us to conclude that a larger increase in performance is necessary in order to reach our goal. Therefore, our annual goal is to significantly raise the percentage of students who perform at Level 3 or 4 on the 2017 NYS ELA Assessment, with a focus on the identified subgroups.

Part 2 – Annual Goal

Indicate your school's 2018-19 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 2019, teachers will incorporate questioning and discussion techniques in all reading and writing lessons that will result in at least 75% of ELL and SWD students performing one level higher as measured by the end of year summative assessment.

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: • 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?*
The data specialist will provide teachers with school wide and individual student ELA data. Professional development will be facilitated on	–	Sept-Oct	Data Specialist, Administrators The data specialist will provide

Engage in a needs assessment for each Framework element.

Cite data sources, aligned with the element, used to identify performance trends and prioritize needs to be addressed in the goal.

Write the annual goal that addresses the priority need for the element.

Identify strategies and activities that address the goal for the element.

Note: The collective responses in the action plans provide the regulatory information required by NYSED and USDE, such as addressing the components of a **Title I Schoolwide Program (SWP) or Targeted Assistance (TA)** program.

RSCEP and SCEP Needs Assessment

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

TENET 3 STATEMENT OF PRACTICE CONSIDER EACH STATEMENT OF PRACTICE (SOP) BELOW, AND IDENTIFY AT LEAST ONE. PLACE AN "X" IN THE APPROPRIATE BOX INDICATING SOP(S) ADDRESSED IN THIS ACTION PLAN.		SOP(S) ADDRESSED
3.2	THE SCHOOL LEADER ENSURES AND SUPPORTS THE QUALITY IMPLEMENTATION OF A SYSTEMATIC PLAN OF RIGOROUS AND COHERENT CURRICULA APPROPRIATELY ALIGNED TO THE COMMON CORE LEARNING STANDARDS (CCLS) THAT IS MONITORED AND ADAPTED TO MEET THE NEEDS OF STUDENTS.	X
3.3	TEACHERS DEVELOP AND ENSURE THAT UNIT AND LESSON PLANS USED INCLUDE DATA-DRIVEN INSTRUCTION (DDI) PROTOCOLS THAT ARE APPROPRIATELY ALIGNED TO THE CCLS AND NYS CONTENT STANDARDS AND ADDRESS STUDENT ACHIEVEMENT NEEDS.	X
3.4	THE SCHOOL LEADER AND TEACHERS HAVE DEVELOPED A COMPREHENSIVE PLAN FOR TEACHERS TO PARTNER WITHIN AND ACROSS ALL GRADES AND SUBJECTS TO CREATE INTERDISCIPLINARY CURRICULA TARGETING THE ARTS, TECHNOLOGY, AND OTHER ENRICHMENT OPPORTUNITIES.	
3.5	TEACHERS IMPLEMENT A COMPREHENSIVE SYSTEM FOR USING FORMATIVE AND SUMMATIVE ASSESSMENTS FOR STRATEGIC SHORT AND LONG-RANGE CURRICULUM PLANNING THAT INVOLVES STUDENT REFLECTION, TRACKING OF, AND OWNERSHIP OF LEARNING.	X

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

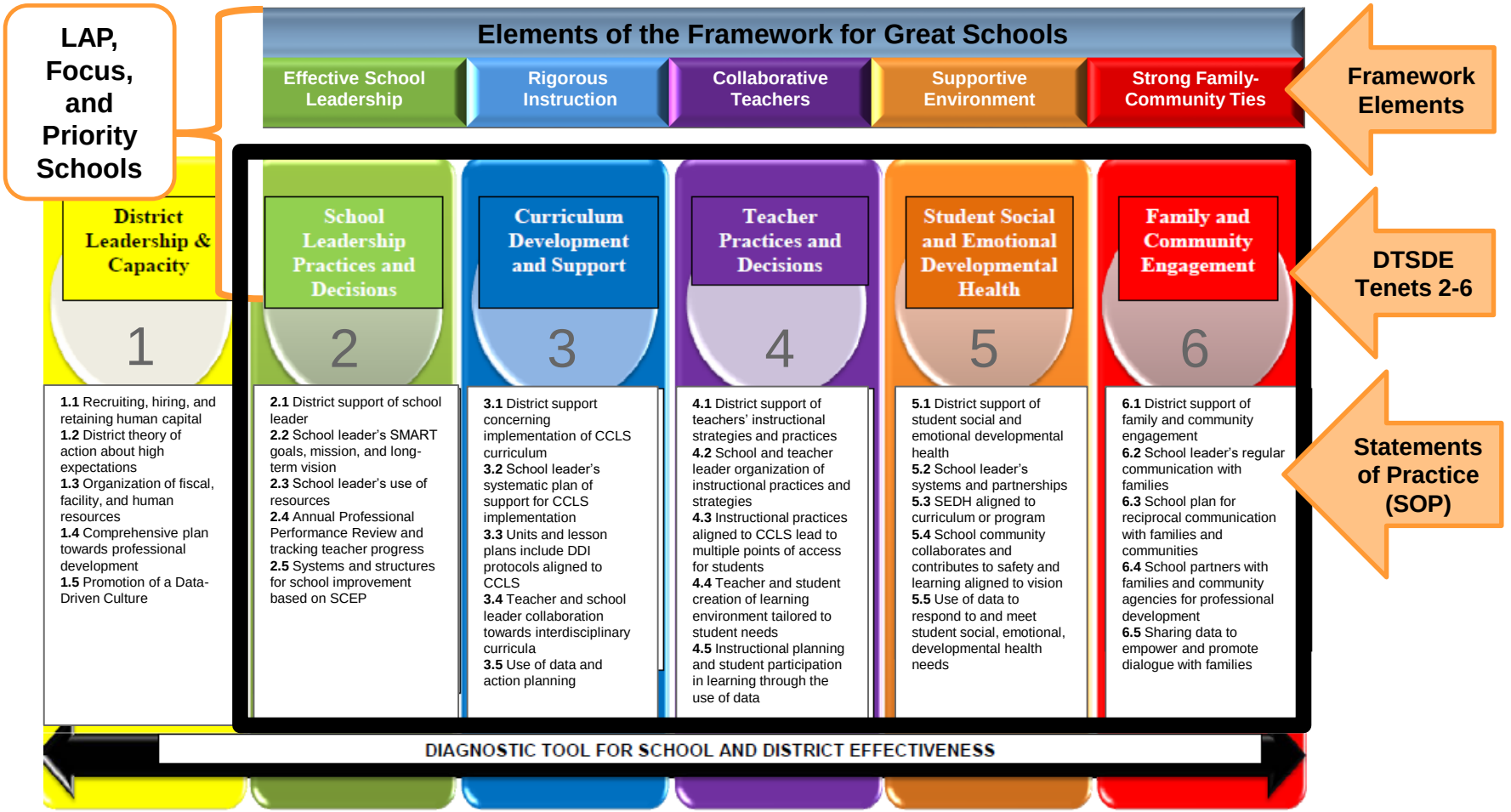
For schools with city or state accountability initiatives, indicate the Statements of Practice (SOP) from the DTSDE Tenets to be addressed in the action plan.

The needs assessment, goal and corresponding action plan should align with the Framework elements and the selected SOPs.

Each goal and action plan should be developed to address the recommendations from the school's most recent city/state review, if applicable.

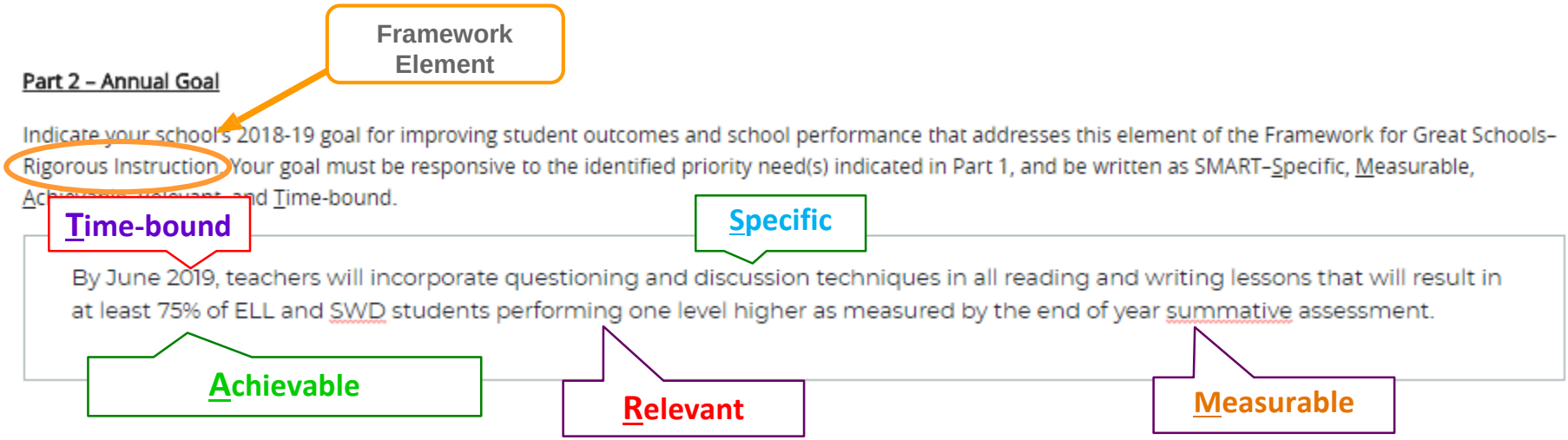
Needs Assessment for RSCEP and SCEPs

Framework Elements are aligned with SED's *Diagnostic Tool for School and District Effectiveness* (DTSDE). RSCEPs and SCEPs include identification of Statements of Practice (SOP).



In Part 1 - Needs Assessment Local Assistance Plan (LAP), Focus and Priority schools identify the SOP they will address in the action plan.

Setting Annual Goals



- Update existing goals and/or strategically create five goals informed by the priority needs for each Framework element.
- All goals should be SMART–**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.
- Writing goals as SMART will help schools to frequently monitor progress against the qualitative or quantitative measures in the goal, and will help school communities know when the goal is reached.
- The goal may be based on content, process, product or progress. It should be responsive to the identified priority need(s) and be written as SMART. When identifying a SMART goal, consider the following:
  - What is the expected outcome?
  - Does the goal relate to improving achievement based on the SED School Report Card and School Quality Guide?
  - What evidence will be collected to assess the effectiveness of the goal in addressing the need?
- Schools awarded School Improvement Grants (SIG) should align their annual goals, when applicable, with the goals within their approved SIG grant.

Important: Once the annual goal is approved by the superintendent, the goal should not change.

Action Plan

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: • 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?*
The data specialist will provide teachers with school wide and individual student ELA data. Professional development will be facilitated on interpreting data and utilizing the information to develop curriculum units which are aligned with the Common Core Learning Standards. Questioning and Discussion techniques will be embedded in all units.	Teachers	Sept-Oct 2018	Data Specialist, Administrators The data specialist will provide teachers with school wide and individual student
Administrative, instructional staff and teacher teams will meet during common planning times to plan questioning and discussion techniques as well as multiple entry points for all learners.	Teachers	Oct 2018-May 2019	Administrators, Teacher Teams, Specialist teachers
Targeted professional development opportunities will address the needs of all students, especially our ELL and special needs students who need additional support in making academic gains in literacy and mathematics.	Teachers	Sept 2018-June 2019	Administrators, Coaches, ENL Teachers, Special Education Teachers

There is an action plan for each goal that describes the evidence-based activities, strategies and programs that will be used to reach the goal. The action plan tells:

- The group being targeted
- What the plan will accomplish, and a specific timeline for implementation
- Who will be involved in carrying out the plan

This roadmap provides the school community with clear next steps for implementing the plan and achieving the goal.

Important Note: For schools completing the RSCEP/SCEP:

- Align responses in the action plan with the goal and needs assessment.
- Address recommendations from the most recent city/state review through the implementation of best practices in the action plan that are aligned with the selected SOP and Framework element.
- The SOPs identified for each action plan should be selected in the Galaxy program dropdown menu to determine the associated cost factor to implement actions, strategies and activities outlined in the action plan.
- Align the selected SOP and P&F program dropdowns in Galaxy for the Priority and Focus allocation.
- Align activities to the annual goal; ensure that activities captured in the action plan **are aligned** to the program dropdowns identified in Galaxy.

Parent & Family Engagement

For **Section 5A-5E,** schools will describe Parent & Family engagement or involvement activities, specific to each Framework element in **Part 3b – Parent & Family Engagement.**

The Parent & Family Engagement part of the action plan (Part 3b) has specific family involvement/engagement activities for each Framework element:

- **Rigorous Instruction**: Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.
- **Supportive Environment:** Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.
- **Collaborative Teachers**: Engaging families and support their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in order to support their children at home.
- **Effective School Leadership:** Engaging 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.
- **Strong Family and Community Ties:** Community Based Organizations or other partnerships that support family and community engagement.

Sample Section 5A – Framework for Great Schools Element – Rigorous Instruction

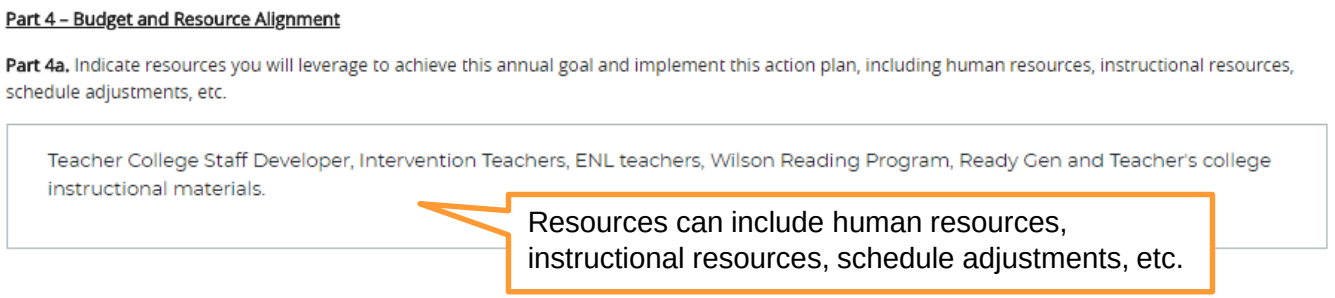
Part 3b - Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent engagement workshops will be provided to parents on a monthly basis from Sept.2018-June 2019 around the demands of common core instructional tasks. The key personnel will be Administrators, Coaches, and Teacher Specialists.

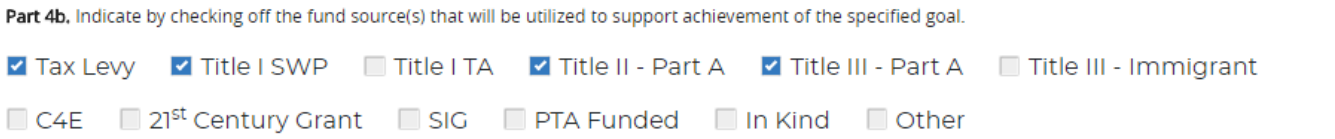
Budget and Resource Alignment

Indicate the resources leveraged to implement this action plan.



Resources can include human resources, instructional resources, schedule adjustments, etc.

Click in the box and check off ☑ all boxes that indicate the funding sources that will be used to implement the action plan in support of the annual goal.



- The budget and resource alignment part of the action plan reflects broad categories of funding sources that schools will use to fund the activities identified within the action plan.
- To complete the response, fill in Part 4a and check-off the funding sources in Part 4b used to support the activities within the action plan.
- Each annual goal and action plan should help guide the allocation of these funds.
- Resources leveraged include funding sources and other resources such as staffing, training, instructional resources, social and emotional supports, educational consultants, etc.

Aligning the Budget with P & F School Improvement Activities

Priority and Focus (P&F) Schools must explicitly detail their plans for annually increasing student performance through comprehensive instructional programs and services as well as their plans for enhancement of teacher and leader effectiveness. As a result:

- Schools must ensure that there is an alignment between activities detailed in the SCEP/RSCEP and line item expenditures in Galaxy, using the P&F Galaxy program dropdown.
- Galaxy has updated program descriptions to help schools identify the activities that align with their program plans.
- Schools must:
  - Identify school improvement activities funded with other allocations using the Galaxy program descriptions.
  - Develop an SCEP that is strong, clear, coherent, concise, and of a sufficient quality to be submitted to NYSED.
  - Indicate the SOP that matches the line item expenditure and Galaxy program field for each activity in Part 3 of the Activities/Strategies section for every goal and action plan.

Budget and Resource Alignment in the SCEP and Galaxy

- Schools **must** identify all Federal, State and Local funding sources that will be used for completion of each activity.
- Schools must identify **at a minimum** an amount equal to the P&F allocation for school improvement and parent engagement in the School Allocation Memorandum (SAM) and in Galaxy.

Totaling the Amount of the P&F Set-Aside

Allocated amount in SAM/Galaxy

myGalaxy

Allocation Category Totals

Year:
District:
School:

Allocation Category	Allocated	Scheduled	In Process	Remaining
Title I Priority/Focus SWP	$91,171	$90,900	$0	$271
Priority/Focus Parent Engagement Schools	$2,450	$2,450	$0	$0

Title	Activity	Organization Category	Program	QuickCode	Commit.	Budget Amount
Curriculum & Staff Developm	PHKB	Administrative Su	2.5 - Use of data: Teacher	051665	$0	$5,100
Cur		Professional Deve	3.3 - Units & lesson plans (	051665	$0	$9,000
Cur		Administrative Su	5.4 - Safety (Supportive En	051665	$0	$15,300
Cur			4.3 - Comprehensive plans	051665	$0	$15,300
Cur		Professional Deve	3.5 - Use of data: Curriculu	051665	$0	$20,000
Curriculum & Staff Developm	PHYY	Administrative Su	2.3 - Systems and structur	051665	$0	$10,200
Supplies - General	PHK9	Classroom/Cluste	AIS - Academic Interventior	051665	$0	$8,000
Textbooks	PHKA	Classroom/Cluste	AIS - Academic Interventior	051665	$0	$8,000

Use FY 18 P & F Galaxy Program Dropdown

Equals Total Amount Identified P&F Activities

Department of Education
Chancellor Richard A. Carranza

Schools should ensure that the P&F program fields total to the amount of the set-aside.

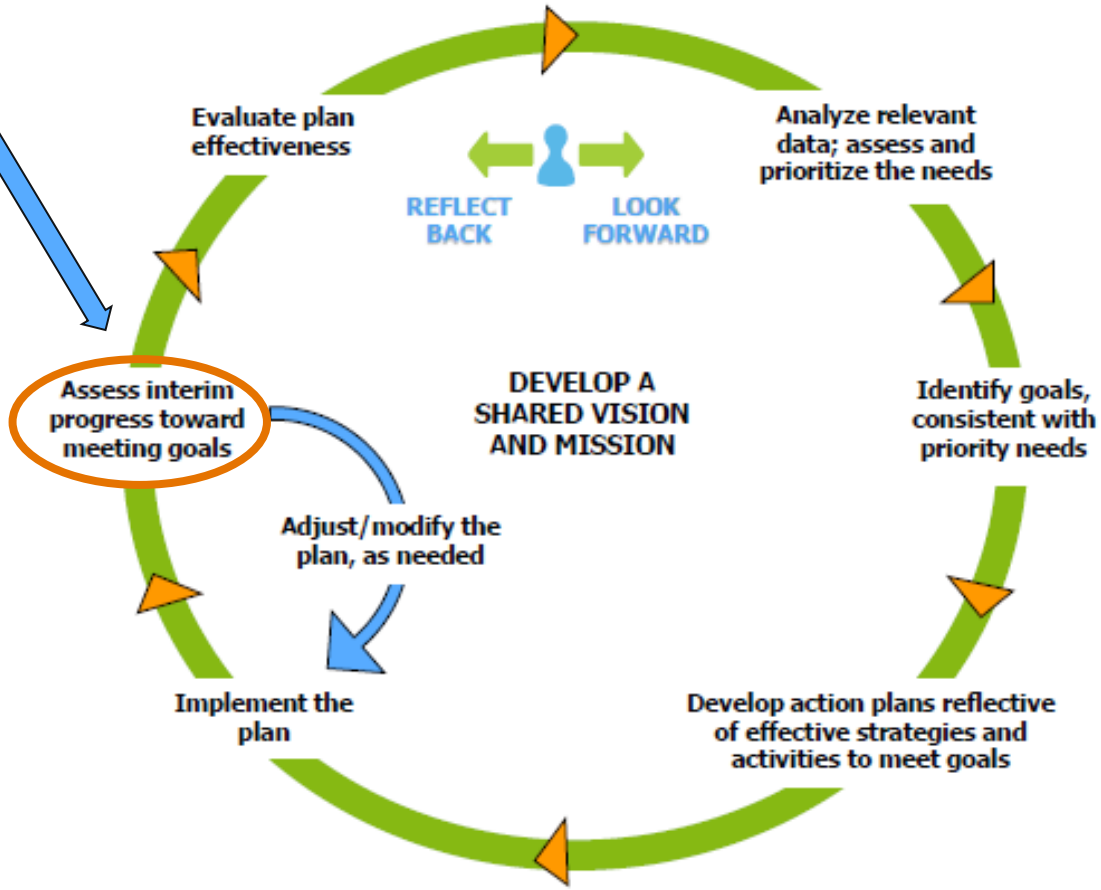
Progress Monitoring: Measure Progress Throughout the Year to Inform Decision-Making

Agree on a system for engaging in progress monitoring activities

Use an instrument of measure to gather data and determine progress towards midpoint benchmark

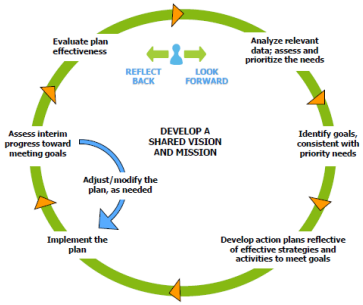
Update activities as needed to meet the goal

Monitor progress towards meeting annual goals at least four times a year



Use Instruments of Measure to Monitor Progress

Progress Monitoring



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 2019, the mid-year ELA assessment will reflect that 50% of SWD and ELL students are performing at Level 2.

This is a formative assessment process with leading indicators that are used to show how close the school is to reaching the annual goal.

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

ELA Assessments

Record the instrument of measure

Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

- SLTs should frequently review school progress towards meeting annual goals and adjust/revise action plans as appropriate in response to current data, recommendations from the most recent city/state review and/or feedback from the superintendent.
- If a mid-point benchmark was not met by February 2019, what revisions should be made to the action plan to achieve the desired outcome?
- Revisions to any action plan should be shared with all stakeholders.

Checking for Coherence in the Plan

Needs Assessment

- Do the identified needs align with the Framework element?
- What is the district focus that all schools should be addressing?
- What does the data say?
- Is there a relevant data trend that was not addressed in this section?
- What are the targeted, school-level "look fors," specific to each school?
- Does the needs assessment address the data?

Goal Setting

- Is the goal SMART?
- Does the SMART goal address the priority needs and Framework element?
- Can progress towards meeting the goal be measured periodically (formative assessment)?
- Can progress towards meeting the annual goal be measured annually (summative assessment)?

Action Planning

- Are the action steps SMART?
- Does the action plan address the goal and needs assessment? (Refer to the focus questions in the needs assessment.)
- Is the action plan aligned with the Framework element?

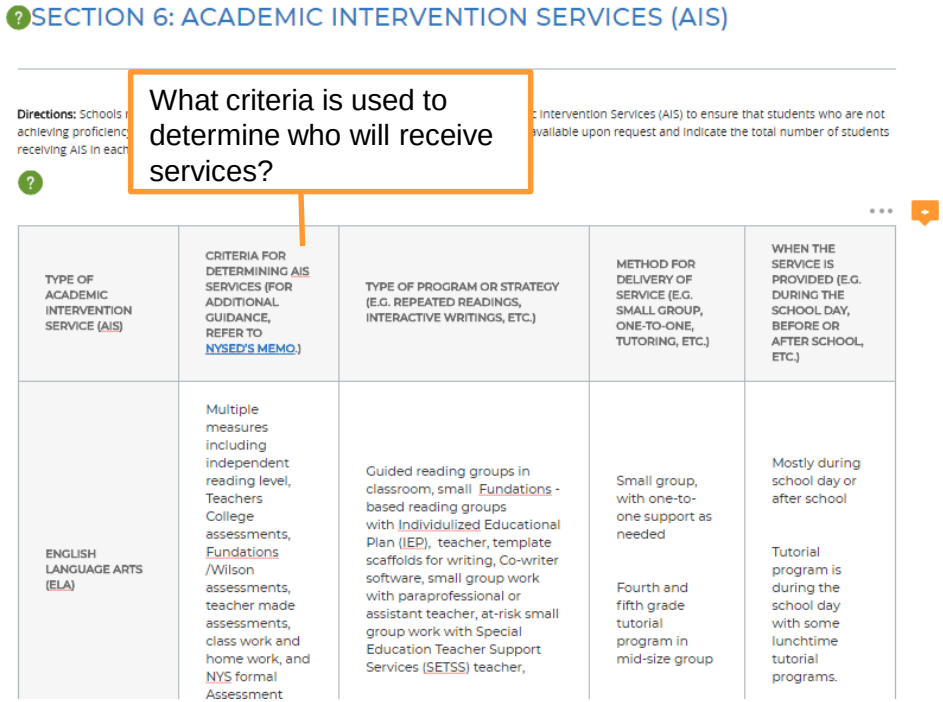
Progress Monitoring

- Is the measurement and benchmark used to assess progress formative and timely?
- Will the benchmark and the instrument of measure inform the progress towards meeting the midpoint (February) benchmark and annual goal?
- Does the benchmark and instrument of measure align with the action plan?

Academic Intervention Services (AIS)

New York State mandates that all schools are required to provide AIS to:

- Students who are considered at-risk of not meeting state standards in ELA, math, science, and/or social studies.
- At-risk students in related services who need social/emotional supports.



SECTION 6: ACADEMIC INTERVENTION SERVICES (AIS)

What criteria is used to determine who will receive services?

Directions: Schools ... Intervention Services (AIS) to ensure that students who are not achieving proficienc... available upon request and indicate the total number of students receiving AIS in each...

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)	Multiple measures including independent reading level, Teachers College assessments, Fundations /Wilson assessments, teacher made assessments, class work and home work, and NYS formal Assessment	Guided reading groups in classroom, small Fundations - based reading groups with Individulized Educational Plan (IEP), teacher, template scaffolds for writing, Co-writer software, small group work with paraprofessional or assistant teacher, at-risk small group work with Special Education Teacher Support Services (SETSS) teacher,	Small group, with one-to-one support as needed Fourth and fifth grade tutorial program in mid-size group	Mostly during school day or after school Tutorial program is during the school day with some lunchtime tutorial programs.

As outlined in the School Allocation Memorandum (SAM), schools receiving an AIS allocation must complete this AIS chart describing the supplemental services provided to students in grades 3-8. For more information, contact your Senior Grants Officer.

- Academic Intervention Services include:
  - Additional instruction to supplement the general curriculum (regular classroom instruction)
  - Related services are those student support services that address barriers to improved academic performance (e.g. guidance counseling, school psychologist or social support, and/or any health-related services).
- Schools are required to maintain accurate AIS records:
  - Criteria for selecting students for each type of AIS service in the chart (refer to the school's Response to Intervention (RtI) plan, if applicable).
  - Type of program or strategy.
  - Method of delivery (e.g. small group, one-to-one, tutoring).
  - When services are to take place.
- AIS records for each grade need to be made available upon request. Records should include number of students being served, a roster of student names, attendance, type of service (academic and non-academic area) and content area.

Students in Temporary Housing (STH)

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 Hou Assistance Act and Chancellor ' s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE ' s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

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

15 students are currently living in Temporary Housing (STH).

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

The school will work closely with the Field Support Center's STH Content Expert to ensure that all parents complete the Mckinney-Vento Survey that will be used to identify students in temporary housing who are not currently living in shelter. All efforts will be made to identify any student living with other family members due to not having their own place to live. A strong effort will be made towards supporting students who do not have their own space to do their homework or a lack of resources within their current environment to excel in school.

- Students in temporary housing will be identified by school personnel which includes guidance counselors, social workers, family workers and members of the pupil accounting personnel team and through coordination activities with other entities and agencies;
- Students in temporary housing will have full and equal opportunities to succeed in the schools of the LEA;
- Parents and guardians and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin or the local school, and other services homeless students are entitled to as stipulated in the McKinney-Vento Act.
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Act

STH Content Experts provide technical assistance and work directly with schools. The STH Family Assistant will ensure that students identified as STH have basic living and educational supplies. STH Family Assistants will provide direct services to families residing in family shelters managed by the NYC Department of Homeless Services (DHS). In addition, STH Family Assistants meet with school personnel to plan how best to meet the educational and emotional needs of homeless students.

Part B: FOR NON-TITLE I SCHOOLS

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

N/A

The **McKinney-Vento Act, 1987** defines homeless children as those who lack a fixed, regular, and adequate nighttime residence. This includes not only those who live in shelters, abandoned buildings, cars, and public spaces, but also children who share housing with other families because of economic hardship or live in motels, hotels, trailer parks, campgrounds, or are awaiting foster care placement.

Schools provide support to students living in temporary housing by using Title I set-aside funds to provide educational services so that STH students progress academically.

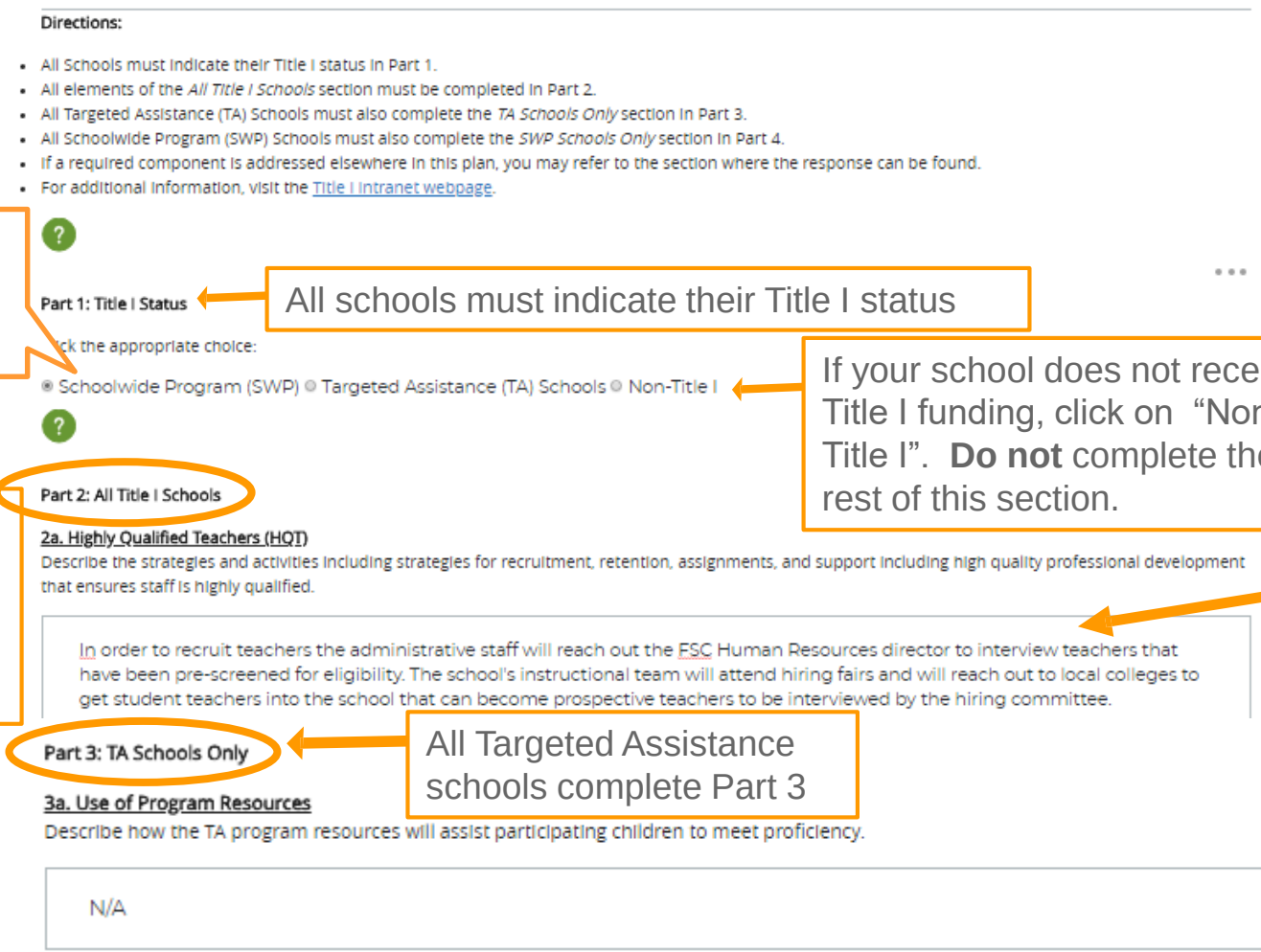
Title I funds may be used for basic emergency supplies such as uniforms, school supplies, books, counseling services, intervention programs, glasses, etc.

Title I schools complete Part A by indicating the number of current STH students and how the school will provide services

Non-Title I schools complete Part B and include the specific allocation based on the current number of STH students.

Title I Program Information

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 where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

ck the appropriate choice:

◉ Schoolwide Program (SWP) ○ Targeted Assistance (TA) Schools ○ Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

In order to recruit teachers the administrative staff will reach out the FSC Human Resources director to interview teachers that have been pre-screened for eligibility. The school's instructional team will attend hiring fairs and will reach out to local colleges to get student teachers into the school that can become prospective teachers to be interviewed by the hiring committee.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

Click on the appropriate button.

All schools must indicate their Title I status

If your school does not receive Title I funding, click on "Non Title I". **Do not** complete the rest of this section.

Schools receiving Title I funding complete Part 2

Describe the recruitment, retention, assignment, and support of HQT.

All Targeted Assistance schools complete Part 3

SLTs may reference the section(s) from the Action Plan(s) to complete this part or describe the high quality and ongoing professional development for all staff.

Schoolwide Program (SWP) Schools Only

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.).

Our Pre-K Social Worker and staff from Partnership with Children will meet with prospective families to review the application and registration process for the following school year. We also attend the yearly district wide Pre-K fair to inform families and the community of our early childhood programs. The school will invite local day care providers to the school and invite families to a day of learning with Kindergarten Teachers so that they can get acquainted with the school.

Pre-K teachers are integral members of our vertical teacher teams. Teachers plan units that build upon and spiral from one grade to the other. This allows for the seamless transition for students moving from one grade to the other. All school wide professional developments offerings include our Pre-K teachers.

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.

All assessments are designed and aligned to achieve the goal of increasing student achievement. Assessment is central to our daily practice. Data is triangulated to drive instructional decisions and student groupings. We will continue to utilize assessment tools to help us track our data such as:

- School Net, Assessment Pro, Performance Series, Orton-Gillingham Reading Assessment
- STARS - Stars Classroom is a Web-based system that automates the collection of course marks from teachers. Teachers can view class rosters, access student data, and enter course marks which will appear automatically on student report cards.
- Special Education Student Information System (SESIS).

The Principal's cabinet will work with the school's Measures of Student Learning Committee to select school wide periodic assessments to track and monitor student progress. Teachers meet during weekly grade level meetings to look at student work, develop pre and post assessments, performance tasks and goal specific conference sheets to monitor student progress.

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

- Indicate how students will begin their academic career with a strong start emphasizing the importance of early childhood education.
- Create a coherent and seamless educational program for at-risk students by ensuring the successful transition from early childhood programs to elementary schoolwide programs.

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

Describe how the school will provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

SWP and Conceptual Consolidation

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[1]. TO BE ELIGIBLE FOR THE FLEXIBILITY CONSOLIDATION OF FEDERAL FUNDS, A SCHOOLWIDE PROGRAM SCHOOL MUST IDENTIFY IN ITS SCHOOLWIDE PLAN (CEP) WHICH PROGRAMS ARE INCLUDED IN ITS CONSOLIDATION AND THE AMOUNT EACH PROGRAM CONTRIBUTES TO THE CONSOLIDATED SCHOOLWIDE POOL. ADDITIONALLY, THE SCHOOL PLAN MUST DOCUMENT THAT IT HAS MET THE INTENT AND PURPOSES OF EACH PROGRAM WHOSE FUNDS ARE CONSOLIDATED[2]. 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 COLUMN A BELOW TO VERIFY THAT THE SCHOOL HAS MET THE INTENT AND PURPOSES OF EACH PROGRAM WHOSE FUNDS ARE CONSOLIDATED. INDICATE IN COLUMN B, 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	790,642		
TITLE II, PART A	FEDERAL	25,324	X	5B
TITLE III, PART A	FEDERAL	48,529		
TITLE III, IMMIGRANT	FEDERAL	0	N/A	N/A
TAX LEVY (FSF)	LOCAL	4,234,032	X	5E

Galaxy TOTAL Allocated Title I SWP amount less Title I Parent Involvement

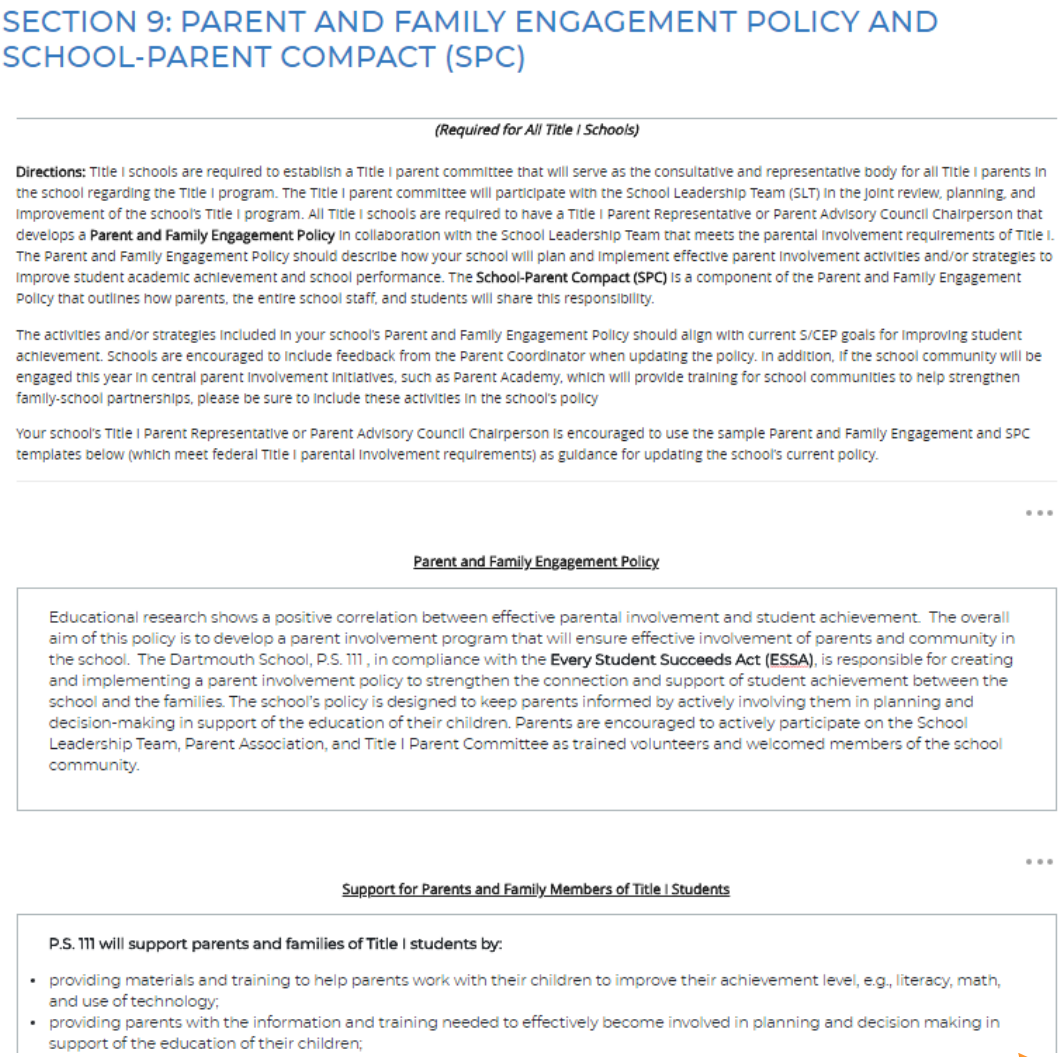
Galaxy Total Allocated Amount

Indicate the section

Anticipated allocation for FY' 18

- Identify which programs are included in its consolidation.
- Document that the intent and purposes are met for each program whose funds are consolidated.
- The required Title I set-asides must be used for the specific intended purposes and cannot be included in the consolidations: These set-asides are as follows:
- Title I, Part A: 1% for parent involvement
- Title I, Part A: An additional 1% for parent education for Priority and Focus Schools
- Schools in need of additional guidance should reach out to their budget field support.

The Parent and Family Engagement Policy



SECTION 9: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT (SPC)

(Required for All Title I Schools)

Directions: 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. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

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. The Dartmouth School, P.S. 111 , in compliance with the **Every Student Succeeds Act (ESSA)**, 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.

Support for Parents and Family Members of Title I Students

P.S. 111 will support parents and families of Title I students by:

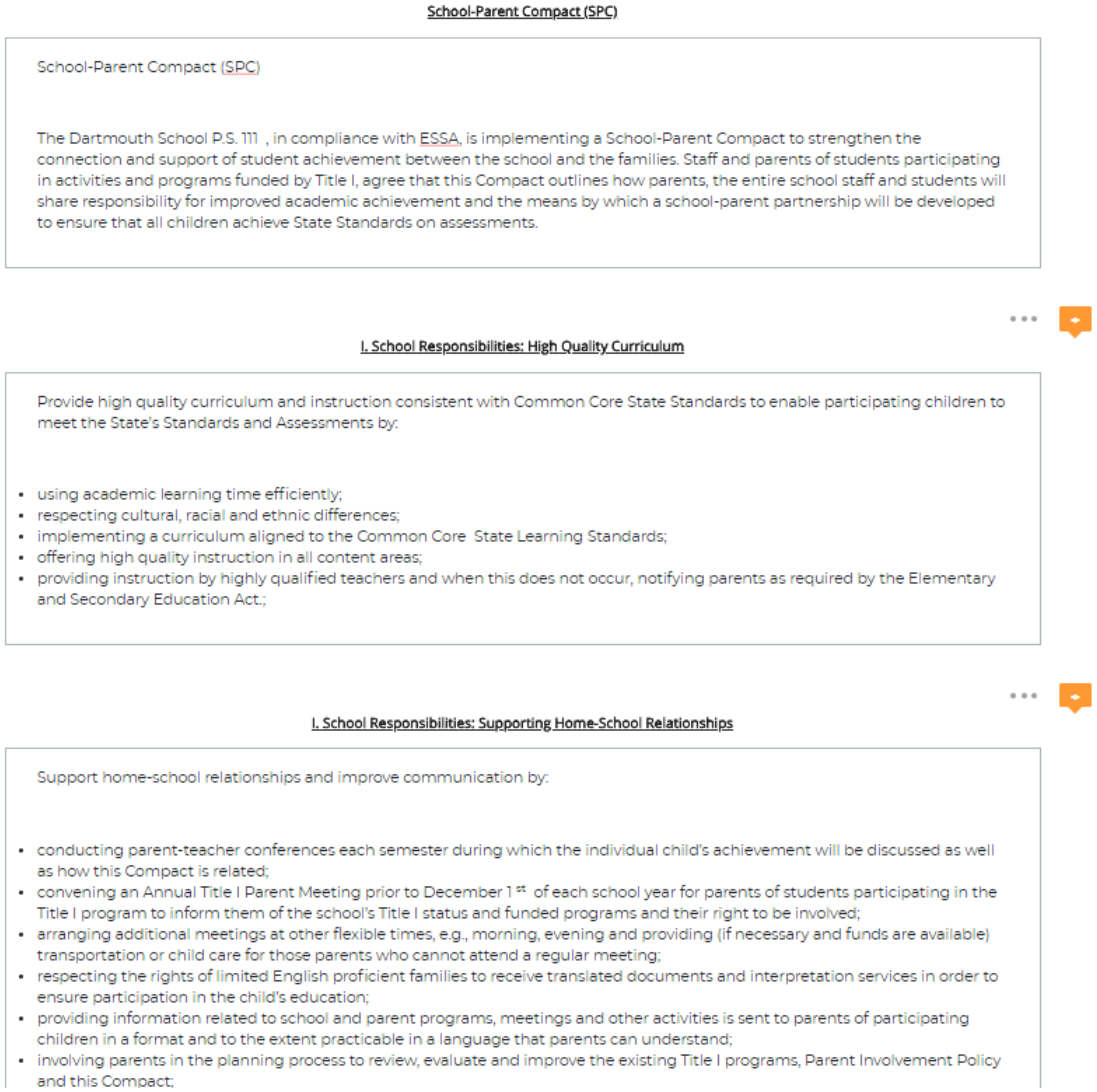
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- All Title I schools are required to develop a Parent and Family Engagement Policy, which includes a School-Parent Compact (SPC) as a component.
- The Title I Parent and Family Engagement Policy describes how schools will involve parents and families as partners in their children's education.
- Any updates to the policy and compact must be jointly developed and agreed upon by Title I parents and the school (through the School Leadership Team process).
- The parent and family involvement activities included in the policy focus on improving student achievement and include parent and family activities described in the action plans, in addition to other activities.
- The Parent and Family Engagement Policy is <u>funded</u> using the Title I parent involvement set-aside and must be evaluated annually by the school in consultation with Title I parent representatives.
- The Parent and Family Engagement Policy should be translated in the dominant languages spoken by parents in the school and distributed to all Title I parents.
- To locate a blank Parent and Family Engagement Policy Template, go to the "**Resources" page on iPlan.** The model Parent and Family Engagement Policy and SPC templates are aligned with Federal and State requirements as outlined in Title I, Part A, Section 1118 ESEA.

The model PIP/SPC template is available in the nine major languages and serves as a framework for the information to be included in the compact.

The School-Parent Compact (SPC)

- Each school receiving funds under Title I, Part A must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs.
- The SPC outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high standards.
- The School-Parent Compact must be provided to all parents and translated in the major languages spoken by the majority of parents in the school.
- Both the Parent and Family Engagement Policy & SPC responses have been separated into distinct fields



School-Parent Compact (SPC)

School-Parent Compact (SPC)

The Dartmouth School P.S. 111 , in compliance with ESSA, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with 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 Education 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;

Contact Information

For technical assistance with iPlan, contact iplan@schools.nyc.gov.

If you have other questions about comprehensive educational planning, contact the School/District Improvement Liaison associated with your district or borough.

School/District Improvement Liaison (SDIL) Contacts by Community School Districts

Districts	SDIL	EMAIL
1, 3, 75	Tami Sturm	TSturm2@schools.nyc.gov
2, 20	Henry Ramazzotti	HRamazz@schools.nyc.gov
10, 11, 12	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov
4, 5, 6, 9	Crystal Lindsay	CLindsay@schools.nyc.gov
14, 15, 18, 32	Kathleen Mulligan	KMulligan@schools.nyc.gov
16, 19, 23	William Manekas	WManekas@schools.nyc.gov
7, 13, 17, 22	Katrina Brave	KBrave@schools.nyc.gov
21, 31	Roseann Harris	RHarris7@schools.nyc.gov
24, 25, 26, 30	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
8, 27, 28, 29	Matthew Zwillick	MZwillick@schools.nyc.gov

High School Superintendents and SDIL Contacts

HS Superintendent	District/Affinity Group	Primary SDIL Contact	Email Address	Additional SDIL Contact	Email Address
Marisol Rosales	Districts 1, 2	Tami Sturm	TSturm2@schools.nyc.gov	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov
Donald Conyers	New Visions & Districts, 4, 5, 6, 19, 23	Roseann Harris	RHarris7@schools.nyc.gov	Tami Sturm	TSturm2@schools.nyc.gov
Ketler Louissaint	District 75	Tami Sturm	TSturm2@schools.nyc.gov	Katrina Brave	KBrave@schools.nyc.gov
Michael Alcoff	Renewal HS	William Manekas	WManekas@schools.nyc.gov	Roseann Harris	RHarris7@schools.nyc.gov
Anthony Lodico	District 31	Roseann Harris	RHarris7@schools.nyc.gov	Kathleen Mulligan	KMulligan@schools.nyc.gov
Elaine Lindsey	Districts 24, 25, 26, 27, 29, 30	Matthew Zwillick	MZwillick@schools.nyc.gov	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
Juan Mendez	New Visions & District 28	Gus Hatzidimitriou	GHatzid@schools.nyc.gov	Matthew Zwillick	MZwillick@schools.nyc.gov
Kathy Pelles (Rehfield)	Consortium & Internationals Schools	Tami Sturm	TSturm2@schools.nyc.gov	Katrina Brave	KBrave@schools.nyc.gov
Michael Prayor	Districts 15, 17, 18, 20, 21, 22	Katrina Brave	KBrave@schools.nyc.gov	Kathleen Mulligan	KMulligan@schools.nyc.gov
Paul Rotundo	Transfer High Schools District 12	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
Carron Staple	Districts 7, 8, 9, 10, 11	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov	Matthew Zwillick	MZwillick@schools.nyc.gov
Fred Walsh	Urban Assembly, CUNY Schools & District 3	Roseann Harris	RHarris7@schools.nyc.gov	Matthew Zwillick	MZwillick@schools.nyc.gov
Karen Watts	Districts 13, 14, 16, 19, 23, 32	Kathleen Mulligan	KMulligan@schools.nyc.gov	Katrina Brave	KBrave@schools.nyc.gov

Field Support Center and SDIL Contacts

FSC	Primary SDIL Contact	Email Address	Additional SDIL Contact	Email Address
Manhattan	Tami Sturm	TSturm2@schools.nyc.gov	Roseann Harris	RHarris7@schools.nyc.gov
Queens North	Gus Hatzidimitriou	GHatzid@schools.nyc.gov	Matthew Zwillick	MZwillick@schools.nyc.gov
Queens South	Matthew Zwillick	MZwillick@schools.nyc.gov	Gus Hatzidimitriou	GHatzid@schools.nyc.gov
Brooklyn North	William Manekas	WManekas@schools.nyc.gov	Katrina Brave	KBrave@schools.nyc.gov
Brooklyn South	Kathleen Mulligan	KMulligan@schools.nyc.gov	William Manekas	WManekas@schools.nyc.gov
Bronx	Louise Adelokiki-Dente	LAdelok@schools.nyc.gov	Tami Sturm	TSturm@schools.nyc.gov
Staten Island	Roseann Harris	RHarris7@schools.nyc.gov	Kathleen Mulligan	KMulligan@schools.nyc.gov

All Affinity Groups and SDIL Contacts

Affinity Groups	Primary SDIL Contact	Email Address	Additional SDIL Contact	Email Address
All Affinity Groups	Roseann Harris	RHarris7@schools.nyc.gov	Matthew Zwillick	MZwillick@schools.nyc.gov

Senior Grants Officer (SGO) Contacts

Field Support Centers and Affinity	Districts	SGOs	Email
Affinity	1 -32	Sylvia Jamison	SJamison@schools.nyc.gov
Manhattan	1,2,3,4,5,6	Tiffany Wallace	TWallace@schools.nyc.gov
Bronx	7,8,9,10,11,12	Maite Villanueva	Mvillanueva11@schools.nyc.gov
Brooklyn North	13,14,15,16,19, 23,32	Carol Slocombe	CSlocom@schools.nyc.gov
Brooklyn South	17,18,20,21,22	Patricia Payne	PPayne@schools.nyc.gov
Staten Island	31	Patricia Payne	PPayne@schools.nyc.gov
Queens North	24,25,26,30	Dragomira Koleva	DKoleva@schools.nyc.gov
Queens South	27,28,29	Dragomira Koleva	DKoleva@schools.nyc.gov