



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : QUEENS PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q248

PRINCIPAL: TASHON HAYWOOD

EMAIL: THAYWO02@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Tashon Haywood	*Principal or Designee	
Kevin Bednar	*UFT Chapter Leader or Designee	
M. Bryan	*PA/PTA President or Designated Co-President	
Diane Richards	DC 37 Representative, if applicable	
Kevin Gonzalez Danielle Caviness	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maria Velez	Member/UFT	
Denise Pettiford	Member/UFT	
Beatrice Tatum	Member/PTA	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012 there will be 10% increase in the number of students earning a college readiness score of 75 or higher on the NYS Integrated Algebra and NYS Algebra II & Trigonometry Regents examinations and a 15% increase in students earning a grade of 65 or higher in each regents examination.

Comprehensive needs assessment

Our review of our quantitative and qualitative data reveals we have achieved a level of success in the % of students passing the Integrated Algebra regents as compared to our peer schools and all city schools. Based on Progress Report 2010-2011 we earned the maximum points allowed for the weighted regents pass rate in mathematics. After reviewing our 2011 Regents exam grade distribution for Integrated Algebra and Algebra II and Trigonometry we realize our distribution is skewed to the left. Our 2011 Regents data for Integrated Algebra exam reports 57% of students scored 65 or above while only 23% of students earned a score of 75 or higher. Our 2011 Algebra II & Trig Regents data reports 22% of students scored 65 or above but only 4% of students earned a score of 75 or higher. In contrast our 2011 geometry regents data reports 42% of our students scored 75 or higher and 85% scored 65 or higher. We are a liberal arts college preparatory school. Are goals are to have our students enter a two-year or four year college program upon graduation. Students must earn college ready scores in mathematics to qualify for competitive college programs and receive financial awards to support their attendance. In addition a thorough understanding of algebra and trigonometry are prerequisites for success in college courses and entry into career paths in technology, engineering, health sciences, computer programming and others. Achieving or surpassing this goal will directly increase the number of students accepted to competitive four year college programs. Therefore we will focus our work this year in improving our students' conceptual understanding and performance on NYS regents examinations in Integrated Algebra and Algebra II & Trigonometry.

Instructional strategies/activities

Target Population

All 9th – 11th grade students and four mathematics teachers.

Strategies/Activities

Professional Development:

- Math teachers will receive weekly professional development on constructing and tuning inquiry based unit plans that include college ready student outcomes and products, high cognitive demand performance based tasks and writing performance based assessments aligned to the Common Core Learning Standards (CCLS).
- Math and science teachers will engage in monthly collaborative and curriculum and unit planning throughout the academic school year.
- Using Critical Friends Group (CFG), math teachers will collaboratively analyze student work and periodic assessments and develop smart goals for targeted groups of student: low –performing, middle and high – performing students.
- Math teachers will receive professional development in developing rigorous performance-based tasks and assessments with rubrics aligned to CCLS.
- The math team will engage in inquiry cycle of evaluating instruction and student assessments to implement instructional strategies to address learner-centered problems identified in their analysis of student work and periodic assessments.
- Math teachers will receive monthly professional development on writing high-cognitive demand investigative tasks to allow students to explore and apply various problem solving strategies and construct mathematical argument.
- Math teachers will receive professional development on increasing students' ownership of mathematics vocabulary and language development.
- Teachers will design a general mathematics rubric to analyze students' performance tasks and periodic assessments aligned to CCLS.

- Math teachers will participate in a study group using the text: *Fostering Algebraic Thinking, A Guide for Teachers Grades 6-10* by Mark Driscoll.

Extended Day:

All 9th grade students will receive extra instruction in mathematics twice a week totaling 100 minutes per week for at least 36 weeks in the school year.

All 9th grade students will receive 100 minutes per week of homework help/study hall for at least 36 weeks in the school year..

9th grade students are separated into gender-based groups for extended day to remove any social barriers to achievement in mathematics.

10th and 11th grade students scheduled to take January 2012 and June 2012 regents examination in Integrated Algebra and Algebra II and Trigonometry will be mandated for tutoring twice a week totaling 100 minutes per week for at least 10 weeks prior to the regents examination.

10th -12th grade students who have demonstrated college readiness on the Integrated Algebra regents will serve as tutors and mentors for our 9th grade students and peers in other grades. Peer tutors will be trained and mentored.

Classroom Activities

Daily instruction using vocabulary strategies such as concept maps, analogies etc.

Daily problem- based investigative tasks and learning activities ranging from 10 minutes to full period (50 minutes).

Daily writing prompts asking students to use mathematical reasoning to explain their thinking and justify mathematical approaches and solutions.

Increased use of math manipulatives and technology to allow students to explore mathematical ideas and develop conceptual understanding.

Increased focus on mathematical modeling - Weekly performance-based tasks asking students to use mathematics to solve a real world problem.

Daily Implementation of regents –based questions emphasizing Part III and Part IV type questions.

Developing School Culture

Fall 2011 implementation of a school mathematics team/club. Math team meets once a week for an hour. Math team will compete against standard set by our assistant principal and principal. By spring 2012, math team will compete against another school or participate in a regional or national mathematics competition. Spring 2012.

Spring 2012 implementation of a school chess team/club. Members of the chess club will meet twice a week totaling 90 minutes and compete in school-based and campus –wide chess competitions.

Resources and Responsible Staff

Our professional development will be facilitated by our Assistant Principal of mathematics and science, R. Jeffrey and our math instructional coach, Jonathan Katz contracted through the Institute of Student Achievement (ISA).

Ms. Tashon Haywood, principal will supervise the professional development process: design, coordination, coherence and budget alignment.

The math team consisting of 4 math teachers will participate in an inquiry cycle of looking at student performance throughout the academic school year.

Assistant principal R. Jeffrey will supervise the implementation of instructional strategies and instructional initiatives outlined in Professional development and Classroom Activities above using Charlotte Danielson's

Assistant Principal, R. Parnell will supervise the 9th grade Extended Day.

Community Coordinator, J. Hargrove will mentor the peer tutors.

Classroom set of Graphing calculators, scientific calculators.

Math manipulatives.

Teacher Autonomy and Decision-Making

Five times a year teachers will analyze their periodic assessments. The first phase will involve individual as well as collaborative planning to develop their periodic assessments. Teachers are provided the QPA assessment planning tool to guide the assessment development. Teachers participate in CFG giving feedback to

tweak their assessments before administering. In the second phase teachers individually analyze their students' assessments and document their insights into QPA Benchmark/Periodic Assessment Tool. Teachers organize their students into low, middle and high achievement stating common evidence, instructional strategies and learning targets for each group. In the third phase teachers meet in vertical teams to further analyze periodic assessments identifying patterns across grades and interdisciplinary subject areas. Teachers then develop instructional strategies to implement across grades within a content area and across interdisciplinary content areas where appropriate.

Strategies to increase parental involvement

Maintain a parent coordinator to serve as a liaison between the school and families.

Separate grade family orientation discussing curriculum, academic expectations and requirements for school year

Purchase and use of Skedula an internet based data accountability, tracking, monitoring and grade –book system to provide continuous reports on child's academic progress.

Two 2-hour Parent Engagement Workshops: Understanding the Common Core Learning Standards and Experiencing a Performance Based Math Lesson-How to support my students math achievement at home. October and November 2011; Preparing for College- What do Parents need to Know January 2012

Parent Engagement Workshop: Understanding NYS Graduation Requirements and College Readiness indicators and knowing the Difference; Tracking Your Child's Progress using Skedula (internet based data accountability system) February 2012

Workshops instructing parents how to use Skedula to monitor their child's progress.

November parent visitation week – Invited parents to visit three morning classes followed by feedback session with principal.

Use of 37.5 minutes(approved by U.F.T.) for grade team meetings which involve parent-grade team conferences twice a month.

Monthly School Leadership Team Meetings – opportunities to understand and discuss the NYS and NYC accountability system eg. progress report.

Strategies for attracting Highly Qualified Teachers (HQT)

To attract Highly Qualified Teachers and ensure that staff become highly qualified as defined by NCLB teachers:

Participate in monthly professional development sessions facilitated by an external math instructional coach

Participate in weekly critical friends group facilitated by the assistant principal of mathematics and science or the principal

Participate in unit planning feedback sessions facilitated by the assistant principal of mathematics and science.

Participate in frequent mini pre and post observation conferences using Charlotte's Danielson's Framework for Teaching with assistant principal or principal.

Participate in performance task critical friends group facilitated by math coach, or assistant principal of mathematics

Participate in bi-monthly "Culturally Responsive Teaching & Learning" professional development sessions facilitated by the principal and social worker.

Participate in collaborative grade and vertical teams where teachers are given autonomy to plan and adjust curriculum, develop projects and modify instructional strategies.

Participate in teacher-teacher inter-visitations, inter-school visitations within our CFN 404 network.

Participate in study groups of research-based strategies.

Serve as grade team leaders and vertical team leaders.

Design and facilitate professional development to peers within school and other school communities.

Participate in off-site professional development offered by our intermediary organization, ISA or network CFN 404.

Service and program coordination

Advisory program:

All students receive 125 minutes a week of advisory instruction. Each teacher serves as an advisor. Students explore units involving topics such as study habits, organization skills, note-taking, career and college exploration. The texts *Who Moved My Cheese*, *The Seven Habits of Highly Effective Teens* and several articles and short stories are used to support our students' academic progress by teaching and reflecting on habits of successful students and people. Advisors conduct academic conferences with each of their advisees at least six times a year and communicate academic progress to parents. Grade Advisors facilitate community gathering to celebrate achievement. Town hall's facilitated by school leaders engage students in data discussion regarding their progress as a grade.

Credit Recovery and Regents Prep Instruction

Seniors and Juniors who are struggling with math achievement receive Credit Recovery and/or Regents Prep instruction.

Nine to Five Regents Prep Program

Students scheduled to take a math regents examination in January or June 2012 are mandated to attend 3 consecutive weeks nine to five study session on Saturdays. Students convene in 2 hour study groups facilitated by the content area teacher. Queens Prep PTA organization provides two meals for each of the one hour breaks. This program serves to create an academic environment where students are present to study and practice for an exam with the guidance of their teachers and peers.

Youth Development and Leadership Development

Maintain and expand our male leadership group: The Brotherhood. Created a female leadership group this year. Approximately 50 males in grades 10 – 12 and 25 females in grades 10 -12 are held accountable to adhere to the academic standards and uphold the 8 core values of Queens Preparatory Academy. The group is facilitated by our physical education/dean and our community coordinator. Selected members of these groups serve as peer tutors and mentors for our 9th grade class as well as co-design, facilitate and participate in leadership events to develop our student body awareness on issues of social justice, community service and college and career planning.

QPA Scholars Academy

10 -12 grade students scheduled to take a math regents exam in January or June 2012 are mandated to attend our tutoring program which meets twice a week 8-10 weeks prior to date of exams.

Budget and resources alignment

Budget

ISA math consultant – Fair Student Funding
Teacher Per session for 9th grade extended day, Scholars Academy, Nine to Five Regents Prep – Fair Student Funding
Data Tracking, Monitoring and Gradebook System – Fair Student Funding
Classroom instructional supplies: textbooks, manipulatives, technology – Fair Student Funding
Design DYO math coach/consultant and humanities coach/consultant – TL DYO Assessment
Professional development for CCLS aligned Performance Based Tasks and Unit Planning - ARRA RTTT Citywide Instructional Expectations

Scheduling

225 minutes of professional gathering weekly as grade teams or vertical teams.
Additional math course scheduled for 9th grade students for elective credit to further develop students' conceptual development of mathematics.
Extended day schedule for 9th grade students to promote achievement and acceleration of college readiness targets in mathematics.

Staffing

Assistant Principal of Mathematics and Science
Hired an additional teacher math teacher this year
Social Worker
Guidance Counselor
Community coordinator

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012 there will be a 10% increase in the number of students earning a college readiness score of 75 or higher on the NYS ELA Regents exam and a 15% increase in students earning a score of 65 or above.

Comprehensive needs assessment

Our review of our quantitative and qualitative data reveals we have achieved moderate success in the % of students passing the ELA regents as compared to our peer schools, all city schools. We are performing a little above the mean for our peer schools and schools citywide. Based on Progress Report 2010-2011 we earned a .55 of maximum points allowed for the weighted regents pass rate in ELA. After reviewing our 2011 Regents exam grade distribution for ELA we realize although our regents pass rates for ELA are higher than the regents pass rates for Integrated Algebra and Algebra II and Trig many of the upperclassmen who failed the exam in January 2011 also failed the exam in June 2011. Our 2011 Regents data for ELA regents exam reports 63.5% of students scored 65 or above while only 25% of students earned a score of 75 or higher. To increase our ELA Regents results we decided to accelerate our students' literacy and language acquisition starting in 9th grade and develop a rigorous accelerated curriculum. Upper classmen will receive extra support through AIS, small group instruction, targeted Regents prep and additional emphasis in writing in non ELA course such as history, arts, music, advisory, math and science. Our goals are to have our students enter a two-year or four year college program upon graduation. Students must earn college ready scores in ELA demonstrating proficiency in writing in order to qualify for competitive college programs and receive financial awards to support their attendance in such programs. Achieving or surpassing this goal will

directly increase the number of students accepted to competitive four year college programs.

Instructional strategies/activities

Target Population

All 9th – 11th grade students, ELA and Social Studies teachers, including teachers of the arts, advisors, Language teachers, IEP teachers.

Strategies/Activities

Professional Development:

- Humanities teachers will receive professional development on constructing and tuning inquiry based unit plans that include college ready student outcomes and products, high cognitive demand performance based tasks and writing performance based assessments aligned to the Common Core Learning Standards (CCLS).
- Humanities teachers will engage in monthly collaborative curriculum and unit planning throughout the academic school year.
- Using Critical Friends Group (CFG), humanities teachers will collaboratively analyze student work and periodic assessments and develop smart goals for targeted groups of student: low –performing, middle and high – performing students.
- Humanities teachers will receive professional development in developing rigorous performance-based tasks and assessments with rubrics aligned to CCLS.
- The humanities team will engage in inquiry cycle of evaluating instruction and student assessments to implement instructional strategies to address learner-centered problems identified in their analysis of student work and periodic assessments.
- Humanities teachers will receive monthly professional development on designing and writing performance tasks that scaffold varying themes and skills for writing arguments.
- Humanities teachers will receive professional development on increasing students' ownership of vocabulary and language development.
- Humanities teachers will receive professional development in creating a writers' workshop in their classroom, creating student portfolios and using the writing process to have students create multiple drafts of a writing assignment.
- Humanities teachers will design a writing rubric aligned to the CCLS to analyze students' performance tasks and periodic assessments.
- Humanities teachers will participate in a study group using the text: Teaching Argument Writing: Grades 6 -12 by George Hillocks, Jr.
- Humanities teachers will receive professional development in writing unit plans and curriculum with a social justice theme to develop students as authors moving them from personal prose, poetry and/or narratives to increasingly academic writing and development of strong thesis statements.

Extended Day:

All 9th grade students will receive extra instruction in ELA/literacy twice a week totaling 100 minutes per week for at least 36 weeks in the school year.

All 9th grade students will receive 100 minutes per week of homework help/study hall for at least 36 weeks in the school year.

9th grade students are separated into gender-based groups for extended day to remove any social barriers to achievement in literacy and tackle the issue of getting black males to read.

Implementation of literature circles in extended day ELA/literacy group.

10th and 11th grade students scheduled to take January 2012 and June 2012 regents examination in ELA will be mandated for tutoring twice a week totaling 100 minutes per week for at least 10 weeks prior to the regents examination.

10th -12th grade students who have demonstrated college readiness on the ELA regents will serve as tutors and mentors for our 9th grade students and peers in other grades. Peer tutors will be trained and mentored.

Classroom Activities

Daily instruction using vocabulary strategies such as concept maps, analogies etc.

Daily use of Writing To Learn Strategies

Every curriculum unit includes an extended writing assignment requiring students to develop multiple drafts incorporating use of peer –editing and teacher-student conferences.

Weekly implementation of socratic circles.

Daily Implementation of regents –based questions and or tasks.

Developing School Culture

January 2012 implementation of a QPA Faculty- Staff -Parent Book Club. Adult community consisting of volunteers will read at least four books and discuss in a book club (non-educational books).

9th grade classrooms and in advisory town hall teachers and students participating in book talks.

Increased number of books students are required to read: added additional texts to advisory class, increased use of library for humanities teachers to promote and require independent reading.

Resources and Responsible Staff

Our professional development will be facilitated by our Assistant Principal of mathematics and science, R. Parnell and our humanities instructional coach, Elizabeth Fox contracted through Columbia University, Teachers College CPET.

Ms. Tashon Haywood, principal will supervise the professional development process: design, coordination, coherence and budget alignment.

Ms. Tashon Haywood, principal will supervise the coordination of instructional feedback via the observation process.

The humanities team consisting of 9 teachers will participate in an inquiry cycle of looking at student performance throughout the academic school year.

Assistant principal R. Parnell will supervise the implementation of instructional strategies and instructional initiatives outlined in Professional Development strategies and Classroom Activities above using Charlotte Danielson's

Assistant Principal, R. Parnell will supervise the 9th grade Extended Day.

Community Coordinator, J. Hargrove will mentor the peer tutors.

Classroom books, technology

Teacher Autonomy and Decision-Making

Five times a year teachers will analyze their periodic assessments. The first phase will involve individual as well as collaborative planning to develop their periodic assessments. Teachers are provided the QPA assessment planning tool to guide the assessment development. Teachers participate in CFG giving feedback to tweak their assessments before administering. In the second phase teachers individually analyze their students' assessments and document their insights into QPA Benchmark/Periodic Assessment Tool. Teachers organize their students into low, middle and high achievement stating common evidence, instructional strategies and learning targets for each group. In the third phase teachers meet in vertical teams to further analyze periodic assessments identifying patterns across grades and interdisciplinary subject areas. Teachers then develop instructional strategies to implement across grades within a content area and across interdisciplinary content areas where appropriate.

Strategies to increase parental involvement

Maintain a parent coordinator to serve as a liaison between the school and families.

Separate grade family orientation discussing curriculum, academic expectations and requirements for school year

Purchase and use of Skedula an internet based data accountability, tracking, monitoring and grade –book system to provide continuous reports on child’s academic progress.

Two 2-hour Parent Engagement Workshops: Understanding the Common Core Learning Standards and Experiencing a CCLS aligned learning activity or performance task Lesson-How to support my students’ literacy achievement and development at home. October and November 2011; Preparing for College- What do Parents need to Know January 2012

Parent Engagement Workshop: Understanding NYS Graduation Requirements and College Readiness indicators and knowing the Difference; Tracking Your Child’s Progress using Skedula (internet based data accountability system) February 2012

Workshops instructing parents how to use Skedula to monitor their child’s progress.

November parent visitation week – Invited parents to visit three morning classes followed by feedback session with principal. To be repeated in Spring 2012.

Use of 37.5 minutes(approved by U.F.T.) for grade team meetings which involve parent-grade team conferences twice a month.

Monthly School Leadership Team Meetings – opportunities to understand and discuss the NYS and NYC accountability system (e.g. progress report).

Invitation to participate in QPA Faculty-Staff-Parent Book club.

Strategies for attracting Highly Qualified Teachers (HQT)

To attract Highly Qualified Teachers and ensure that staff become highly qualified as defined by NCLB teachers:

Participate in monthly professional development sessions facilitated by an external humanities instructional coach

Participate in weekly critical friends group facilitated by the assistant principal of humanities and/or instructional coach

Participate in unit planning feedback sessions facilitated by the assistant principal of humanities.

Participate in frequent mini pre and post observation conferences using Charlotte’s Danielson’s Framework for Teaching with assistant principal or principal.

Participate in performance task critical friends group facilitated by humanities coach, or assistant principal of humanities

Participate in bi-monthly “Culturally Responsive Teaching & Learning” professional development sessions facilitated by the principal and/or social worker.

Participate in collaborative grade and vertical teams where teachers are given autonomy to plan and adjust curriculum, develop projects and modify instructional strategies.

Participate in teacher-teacher inter-visitations, inter-school visitations within our CFN 404 network.

Participate in study groups of research-based strategies.

Serve as grade team leaders and vertical team leaders.

Design and facilitate professional development to peers within school and other school communities.

Participate in off-site professional development offered by our intermediary organization, ISA, network CFN 404 and Columbia University, Teachers College.

1st and 2nd year teachers will receive mentoring from highly qualified peers within their content area.

1st and 2nd year teachers will receive professional development in classroom management from our assistant principals and deans (tenure teachers will receive if need is demonstrated).

Service and program coordination

Advisory program:

All students receive 125 minutes a week of advisory instruction. Each teacher serves as an advisor. Students explore units involving topics such as study habits, organization skills, note-taking, career and college exploration. The texts *Who Moved My Cheese*, *The Seven Habits of Highly Effective Teens* and several articles and short stories are used to support our students' academic progress by teaching and reflecting on habits of successful students and people. Writing prompts and activities are required to engage students' in reflection and sharing of ideas. Writing is supported by socratic-seminar style of text-based discussion groups. Advisors conduct academic conferences with each of their advisees at least six times a year and communicate academic progress to parents. Grade Advisors facilitate community gathering to celebrate achievement. Town hall's facilitated by school leaders engage students in data discussion regarding their progress as a grade.

Credit Recovery and Regents Prep Instruction

Seniors and Juniors who are struggling with literacy achievement receive Credit Recovery and/or Regents Prep instruction.

Nine to Five Regents Prep Program

Students scheduled to take a ELA regents examination in January or June 2012 are mandated to attend 3 consecutive weeks nine to five study session on Saturdays. Students convene in 2 hour study groups facilitated by the content area teacher. Queens Prep PTA organization provides two meals for each of the one hour breaks. This program serves to create an academic environment where students are present to study and practice for an exam with the guidance of their teachers and peers.

Youth Development and Leadership Development

Maintain and expand our male leadership group: The Brotherhood. Created a female leadership group this year. Approximately 50 males in grades 10 – 12 and 25 females in grades 10 -12 are held accountable to adhere to the academic standards and uphold the 8 core values of Queens Preparatory Academy. The group is facilitated by our physical education/dean and our community coordinator. Selected members of these groups serve as peer tutors and mentors for our 9th grade class as well as co-design, facilitate and participate in leadership events to develop our student body awareness on issues of social justice, community service and college and career planning.

Alternative Approaches to Developing Literacy and Academic achievement

Implement literacy curriculum designed for black males- Question Bridge: Black males, a transmedia art project gaining skills in cultural, visual, media and technology literacy. Curriculum will be implemented in January 2012 to our Male leadership group, 9th grade Freshmen boys and a group of overage and struggling black males in 10-12th grades.

Implement in Spring 2012 an on-line credit recovery program for select students in cohort 2008 who are off-track for graduation in June 2012.

Spring 2012 implement a personalized learning program, the Hallway Project for our most-at-risk students.

QPA Scholars Academy

10 -12 grade students scheduled to take a ELA regents exam in January or June 2012 are mandated to attend our tutoring program which meets twice a week 8- 10

weeks prior to date of exams.

Arts Programs

All students in grades 9-12 take four years of music and/or visual arts. Students are introduced to the arts and music in the 9th grade. 10th-through 12 grade students may select to focus on music, visual arts or performance arts. Students are required to produce written documents to support their art work and/or art is used as texts to develop and promote students understanding or historical concepts. In Performance arts students are required to journal and create dialogue and scripts.

Budget and resources alignment

Budget

- Parent Coordinator – TL Parent Coordinator OTPS HS
- Humanities consultant – Title I STH for Non Title I schools
- Teacher Per session for 9th grade extended day, Scholars Academy, Nine to Five Regents Prep – Fair Student Funding
- Data Tracking, Monitoring and Gradebook System – Fair Student Funding
- Classroom instructional supplies: textbooks, manipulatives, technology – Fair Student Funding
- Performance Arts Program – Fair Student Funding
- Music Teacher – Fair Student Funding
- Visual Arts Teacher – Fair Student Funding
- Design DYO math coach/consultant and humanities coach/consultant – TL DYO Assessment
- Professional development for CCLS aligned Performance Based Tasks and Unit Planning - ARRA RTTT Citywide Instructional Expectations

Scheduling

225 minutes of professional gathering weekly as grade teams or vertical teams.
Additional English course (10th grade English) scheduled for 9th grade student to accelerate students’ language acquisition and literacy skills.
Extended day schedule for 9th grade students to promote achievement and acceleration of college readiness targets in ELA and the humanities.

Staffing

- Hired additional Assistant Principal of Humanities
- Contracted Humanities Consultant
- Music Teacher
- Visual Arts Teacher
- Social Worker
- Guidance counselor
- Community Coordinator

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, students in the lowest third citywide will demonstrate progress toward college readiness as measured by a 5% increase in earning a 75 or higher on the NYS ELA and Integrated Algebra or Algebra II and Trig Regents examinations.

Comprehensive needs assessment

2010 -2011 progress report reports for the subgroup, students in the lowest third citywide, 13.8% of them scored 75 or higher on the ELA Regents examination and 3.1% of them scored 75 or higher on a math regents examination. These students represent the highest need of our city. Although our progress report data reports good data in our weighted regents pass rate for this subgroup, 155.2% which placed our school within the top 20% of schools citywide, we still have a gap and need to improve this subgroup's performance to succeed in a competitive 2-year or 4-year college program.

Instructional strategies/activities

Grade Level and Vertical (Content- Based) Inquiry Teams

Teachers will meet in grade level inquiry teams for a total of 87.5 minutes per week.

Grade level inquiry team leaders will meet once a week with assistant principal and/or principal to analyze data, monitor progress and revise action steps.

Grade level inquiry teams will identify target populations and develop short term and long term S.M.A.R. T. goals.

Grade level inquiry teams will develop and implement action plans to modify instructional strategies, supplement curriculum and provide multiple entry points for our struggling learners.

Grade Advisors and teachers will conference with students communicating learning goals and targets.

Grade level inquiry teams will develop and implement academic intervention plans for struggling students and students identified "at-risk" i.e. failing two or more subject.

Advisors and teachers will use Skedula, an internet based grade book system to communicate with parents and families regarding students' progress.

Professional Development

School leaders will conduct whole staff data review at least three times a year analyzing performance of student sub-groups.

School leaders will engage teachers in scholarship conferences at least three times a year to analyze the performance of student sub-groups.

School leaders and social worker will facilitate a professional development series titled: Culturally Responsive Teaching and Learning. Teachers will learn and implement strategies to develop a classroom culture of high expectations, curriculum relevance and rigor.

Academic Intervention

Students will be scheduled for additional morning small -group tutoring.

Students will receive small group and one-one tutoring during spring 2012 through co- teaching and peer tutors pushing in to assist classroom teacher.

Resources and Responsible Staff

Assistant Principal R. Jeffrey will facilitate and supervise grade level inquiry teams.

Assistant Principal R. Parnell will supervise and monitor AIS tutoring 37.5 minutes.

Principal, T. Haywood will supervise inquiry cycle and effectiveness of AIS.

Teacher Autonomy & Decision Making

After careful and deliberate analysis of multiple strands of data for their target population teachers develop an instructional action plan to support students in their

target population. Teachers may also decide to purchase additional resources, modify or revise their approach to AIS. Teachers continue to analyze the effectiveness of their instructional adjustments using student-based quantitative and qualitative data and thereby revise their instructional and academic intervention services to respond to the academic (and possibly social) needs of their students. Grade level inquiry team leaders share their practices of inquiry and instructional approaches during weekly inquiry team leaders meeting. Using tuning protocols in CFG groups, teachers develop focus questions to receive feedback from peers.

Strategies to increase parental involvement

Maintain a parent coordinator to serve as a liaison between the school and families.

9th through 12th grade family orientations discussing curriculum, academic expectations and requirements for school year in early September 2011.

Purchase and use of Skedula an internet based data accountability, tracking, monitoring and grade –book system to provide continuous reports on child’s academic progress.

Two 2-hour Parent Engagement Workshops: Understanding the Common Core Learning Standards and Experiencing a CCLS aligned learning activity or performance task Lesson-How to support my students’ literacy achievement and development at home. October and November 2011; Preparing for College- What do Parents need to Know January 2012

Parent Engagement Workshop: Understanding NYS Graduation Requirements and College Readiness indicators and knowing the Difference; Tracking Your Child’s Progress using Skedula (internet based data accountability system) February 2012

Workshops instructing parents how to use Skedula to monitor their child’s progress.

November parent visitation week – Invited parents to visit three morning classes followed by feedback session with principal. To be repeated in Spring 2012.

Use of 37.5 minutes (approved by U.F.T.) for grade team meetings which involve parent-grade team conferences twice a month.

Monthly School Leadership Team Meetings – opportunities to understand and discuss the NYS and NYC accountability system (e.g. progress report).

Invitation to participate in QPA Faculty-Staff-Parent Book club.

Workshop for IEP parents February 2012

Academic Conferences facilitated by grade team and/or guidance counselor.

Strategies for attracting Highly Qualified Teachers (HQT)

To attract Highly Qualified Teachers and ensure that staff become highly qualified as defined by NCLB teachers:

Participate in monthly professional development sessions facilitated by an external math instructional coach or humanities coach

Participate in weekly critical friends group facilitated by the assistant principal of mathematics and science or the principal or assistant principal of Humanities

Participate in unit planning feedback sessions facilitated by the assistant principal of mathematics and science or humanities.

Participate in frequent mini pre and post observation conferences using Charlotte’s Danielson’s Framework for Teaching with assistant principal or principal.

Participate in performance task critical friends group facilitated by math coach, or assistant principal of mathematics or humanities or humanities instructional coach

Participate in bi-monthly “Culturally Responsive Teaching & Learning” professional development sessions facilitated by the principal and social worker.

Participate in collaborative grade and vertical teams where teachers are given autonomy to plan and adjust curriculum, develop projects and modify instructional strategies.

Participate in teacher-teacher inter-visitations, inter-school visitations within our CFN 404 network.

Participate in study groups of research-based strategies.

Serve as grade team leaders and vertical team leaders.

Serve as inquiry team leaders.

Design and facilitate professional development to peers within school and other school communities.

Participate in off-site professional development offered by our intermediary organization, ISA, network CFN 404 and Columbia University, Teachers College.

Participate in professional development to develop strategies to support students with disabilities and offer multiple entry points – facilitated by school leaders and IEP lead teacher.

1st and 2nd year teachers will receive mentoring from highly qualified peers within their content area.

1st and 2nd year teachers will receive professional development in classroom management from our assistant principals and deans (tenure teachers will receive if need is demonstrated).

Service and program coordination

Advisory program:

All students receive 125 minutes a week of advisory instruction. Each teacher serves as an advisor. Students explore units involving topics such as study habits, organization skills, note-taking, career and college exploration. The texts *Who Moved My Cheese*, *The Seven Habits of Highly Effective Teens* and several articles and short stories are used to support our students' academic progress by teaching and reflecting on habits of successful students and people. Writing prompts and activities are required to engage students' in reflection and sharing of ideas. Writing is supported by Socratic-seminar style of text-based discussion groups. Advisors conduct academic conferences with each of their advisees at least six times a year and communicate academic progress to parents. Grade Advisors facilitate community gathering to celebrate achievement. Town hall's facilitated by school leaders engage students in data discussion regarding their progress as a grade.

Credit Recovery and Regents Prep Instruction

Seniors and Juniors who are struggling with literacy achievement receive Credit Recovery and/or Regents Prep instruction.

Nine to Five Regents Prep Program

Students scheduled to take a ELA regents examination in January or June 2012 are mandated to attend 3 consecutive weeks nine to five study session on Saturdays. Students convene in 2 hour study groups facilitated by the content area teacher. Queens Prep PTA organization provides two meals for each of the one hour breaks. This program serves to create an academic environment where students are present to study and practice for an exam with the guidance of their teachers and peers.

Youth Development and Leadership Development

Maintain and expand our male leadership group: The Brotherhood. Created a female leadership group this year. Approximately 50 males in grades 10 – 12 and 25 females in grades 10 -12 are held accountable to adhere to the academic standards and uphold the 8 core values of Queens Preparatory Academy. The group is facilitated by our physical education/dean and our community coordinator. Selected members of these groups serve as peer tutors and mentors for our 9th grade class as well as co-design, facilitate and participate in leadership events to develop our student body awareness on issues of social justice, community service and college and career planning.

Alternative Approaches to Developing Literacy and Academic achievement

Implement literacy curriculum designed for black males- Question Bridge: Black males, a transmedia art project gaining skills in cultural, visual, media and technology literacy. Curriculum will be implemented in January 2012 to our Male leadership group, 9th grade Freshmen boys and a group of overage and struggling black males in 10-12th grades.

Implement in Spring 2012 an on-line credit recovery program for select students in cohort 2008 who are off-track for graduation in June 2012.

Spring 2012 implement a personalized learning program, the Hallway Project for our most-at-risk students

QPA Scholars Academy

10 -12 grade students scheduled to take a ELA regents exam in January or June 2012 are mandated to attend our tutoring program which meets twice a week 8- 10 weeks prior to date of exams.

Arts Programs

All students in grades 9-12 take four years of music and/or visual arts. Students are introduced to the arts and music in the 9th grade. 10th-through 12 grade students may select to focus on music, visual arts or performance arts. Students are required to produce written documents to support their art work and/or art is used as texts to develop and promote students understanding or historical concepts. In Performance arts students are required to journal and create dialogue and scripts.

Budget and resources alignment

Budget

- Parent Coordinator – TL Parent Coordinator OTPS HS
- Teacher Per session for 9th grade extended day, Scholars Academy, Nine to Five Regents Prep – Fair Student Funding
- Data Tracking, Monitoring and Gradebook System – Fair Student Funding
- Classroom instructional supplies: textbooks, manipulatives, technology – Fair Student Funding
- Performance Arts Program – Fair Student Funding
- Music Teacher – Fair Student Funding
- Visual Arts Teacher – Fair Student Funding
- Data Specialist per session – ARRA RTTT Data Specialist
- Design DYO math coach/consultant and humanities coach/consultant – TL DYO Assessment
- Professional development for CCLS aligned Performance Based Tasks and Unit Planning - ARRA RTTT Citywide Instructional Expectations

Scheduling

Approximately 90minutes of professional gathering weekly as grade teams.

Staffing

- Hired additional Assistant Principal of Humanities
- Contracted Humanities Consultant
- Music Teacher
- Visual Arts Teacher
- Social Worker
- Guidance Counselor

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	25	35	25	35	10		10	
10	25	30	25	30	10		10	
11	20	25	25	40	20		15	
12	25	20	25	40	35		10	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Targeted assistance for struggling students identified by teachers small group tutoring provide three times a week in the morning or during students' lunch, peer tutoring for 9th grade provide twice a week for 100 minutes total. Academic conference and grade conferences as needed during each marking period. Academic Recovery program – opportunity to resubmit or redo work three weeks into marking period if identified as at-risk of failing by teacher. Credit recovery and regents preparation classes for seniors meeting three hours a week.</p>
Mathematics	<p>Targeted assistance for struggling students identified by teachers small group tutoring provide three times a week in the morning or during students' lunch, peer tutoring for 9th grade provide twice a week for 100 minutes total. Academic conference and grade conferences as needed during each marking period. Academic Recovery program – opportunity to resubmit or redo work three weeks into marking period if identified as at-risk of failing by teacher. Credit recovery and regents preparation classes for seniors meeting three hours a week.</p>
Science	<p>Targeted assistance for struggling students identified by teachers small group tutoring provide three times a week in the morning or during students' lunch, peer tutoring for 9th grade provide twice a week for 100 minutes total. Academic conference and grade conferences as needed during each marking period. Academic Recovery program – opportunity to resubmit or redo work three weeks into marking period if identified as at-risk of failing by teacher. Credit recovery and regents preparation classes for seniors meeting three hours a week.</p>
Social Studies	<p>Targeted assistance for struggling students identified by teachers small group tutoring provide three times a week in the morning or during students' lunch, peer tutoring for 9th grade provide twice a week for 100 minutes total. Credit recovery and regents preparation classes for seniors meeting three hours a week.</p>
At-risk Services provided by the Guidance Counselor	<p>Academic conferences at least 4 times a year to struggling and at-risk seniors. Attendance conference for students and their parents with attendance rates below 70%. Academic conferences with Juniors twice a year. Guidance conferences</p>

	conducted for every suspension conference. Planning Interviews for over-age and at-risk students who are not progressing.
At-risk Services provided by the School Psychologist	Psychologist conduct triennials and MDR's for students who have received a superintendents' suspension.
At-risk Services provided by the Social Worker	Social worker provides regularly scheduled individual and group counseling to students with an IEP. Social worker also provides counseling for students who receive principals' suspension or superintendent suspension. Social worker provides mediation and conflict resolution services for students as needed.
At-risk Health-related Services	School Based Health Center provide heath related services to students as needed.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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