

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

**DBN: (i.e. 01M001):**                   **30Q300**

**School Name:**                       **THE 30<sup>TH</sup> AVENUE SCHOOL (Q300)**

**Principal:**                              **MATT WILLARD, IA**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level:     K-8     School Number (DBN):     30Q300      
School Type:     Citywide Gifted & Talented     Grades Served:     K, 1, & 6      
School Address:     28-37 29<sup>th</sup> Street, 4<sup>th</sup> Floor, Astoria, NY 11102      
Phone Number:     718.626.8502     Fax:     718.626.8508      
School Contact Person:     Matt Willard     Email Address:     matt@q300.org      
Principal:                     Matt Willard      
UFT Chapter Leader:                     Annette Bindert      
Parents' Association President:                     David Wang      
SLT Chairperson:                     Elizabeth Yarmy      
Student Representative(s):                     N/A    

**District Information**

District:     30     Superintendent:     Dr. Philip Composto      
Superintendent's Office Address:     28-11 Queens Plaza North, 5<sup>th</sup> Floor, LIC, NY 11101      
Superintendent's Email Address:     pcompos@schools.nyc.gov      
Phone Number:     718.391.8323     Fax:                     

**Cluster and Network Information**

Cluster Number:     1     Cluster Leader:     Chris Groll      
Network Number:     103     Network Leader:     Yuet Chu

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

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matt Willard	*Principal or Designee	
Annette Bindert	*UFT Chapter Leader or Designee	
David Wang	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elizabeth Yarmy	Member/ Parent	
Catherine Leopando	Member/ Parent	
Shirley Moy	Member/ Parent	
Maria Hantzopoulos	Member/ Parent	
Edwin Mora	Member/ Staff	
Elizabeth Eck	Member/ Staff	
Jill Kaufman	Member/ Staff	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Opened in September 2014, Q300 is a new citywide, gifted and talented K-8 school located in Astoria, Queens. Our mission statement is:

Through the inclusion of diverse student identities, inquiry-based learning, and data-driven decision-making, Q300 will graduate students who collaborate with others to ask meaningful questions, to solve complex problems, and to engage responsibly with their communities and beyond. By exploring who they are and who they want to be, students engage in the active process of making knowledge and better understanding the world around them in ways that drive a sense of responsibility and action.

We are committed to teaching students to live and learn through our core values: Inclusion, Inquiry, and Responsibility. We make the majority of our instructional and school culture decisions through the core values.

**Inclusion.** We inquire about others' families, interests, and dreams to know others as individuals. We give others what they need to succeed academically and socially. During the summer, our staff participated in a day-long Responsive Classroom training to learn to better manage classrooms, encourage on-culture behavior, and support safe learning communities. Four times per week, students engage in Responsive Classroom morning meetings (K/1) or advisory (Grade 6.) During these sessions, students learn to greet one another, learn about their peers interests and families, and participate in teambuilding activities or service projects. Often, students engage in role play activities to practice problem solving and socialization skills. We believe that it is imperative for schools to provide dedicated time for community building and social-emotional learning.

**Inquiry.** We ask questions, investigate, analyze to make informed decisions, share our learning, and reflect. We believe that students need to engage with problems to learn concepts and skills deeply. During mathematics and science, our students engage with inquiry lessons. These lessons challenge students to wrestle with a complex question, explore and investigate related materials and resources, analyze their findings, share these findings, and then reflect on the learning process. Our kindergarten and first grade teachers utilize TERC Investigations, Contexts for Learning, and FOSS Science. During the summer, K/1 teacher engaged in professional development from Pearson, the publisher of TERC Investigations. Our sixth grade teachers implement blended learning, CMP3 and FOSS Science. Our sixth grade students also experience Engineering is Elementary investigation lessons. In Spring 2015, teachers will experience professional development in Socratic Seminars and from Visual Thinking Strategies to develop advanced discussion strategies and techniques such as using evidence to support claims.

**Responsibility.** We are on-time, prepared and complete tasks in a timely manner. We work in effective teams to solve problems. We use our gifts and talents to support our communities. We believe that learning is a social, active process. All students work in teams. Kindergarten and first grade students work in triads. Grade six students work in teams ranging from three to six students. During teamwork activities, students engage in turn and talk, think-pair-share, perform different roles and responsibilities, and experience protocols. When a student presents off-culture behavior that impacts others, our school social worker implements Restorative Circles. Restorative Circles provide space for students to talk through their behaviors and to hear how others were impacted. The students involved create a plan to ensure that this off-culture behavior does not occur again. All students engage in service learning projects throughout the academic year. Some sixth grade students engage with Model UN and other global citizenship activities.

### **Baseline data**

Q300 opened in September 2015. Therefore, we had access to limited students data. In September and October, we

assessed students in reading, writing, and mathematics to determine baseline proficiency levels. We used this data to inform instructional practices and structures.

#### Kindergarten

Q300 has 51 kindergarten students. Student reading proficiency levels as evidenced by Fountas & Pinnel (F&P) running records are as follows: 49% below grade level, 20% at grade level, and 31% exceed grade level expectations. We will support all students to meet or exceed grade level expectations by June 2015.

#### Grade 1

Q300 has 36 first grade students. Student reading proficiency levels as evidenced by Fountas & Pinnel (F&P) running records are as follows: 11% below grade level, 19% at grade level, and 69% exceed grade level expectations. We will support all students to meet or exceed grade level expectations by June 2015.

#### Grade 6 - ELA

Q300 has 30 sixth grade students. Student reading proficiency levels as evidenced by myON Lexile reading assessments are as follows: 13% below grade level, 43% at grade level, and 14% greatly exceeding grade level. Student ELA proficiency levels as evidence by the NYS ELA Test are as follows: 10% untested, 20% below proficiency, 20% at proficiency, and 50% exceed proficiency. We will support all students to meet or exceed grade level expectations by June 2015.

#### Grade 6 - Mathematics

Student mathematics proficiency levels as evidenced by the NYS Math Test are as follows: 6% untested, 3% below proficiency, 0% at proficiency, and 90% exceed proficiency. We will support all students to meet or to continue to exceed grade level expectations by June 2015.

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

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

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>Kindergarten reading proficiency levels as evidenced by Fountas &amp; Pinnel (F&amp;P) running records are as follows: 49% below grade level, 20% at grade level, and 31% exceed grade level expectations.</li> <li>Grade 1 reading proficiency levels as evidenced by Fountas &amp; Pinnel (F&amp;P) running records are as follows: 11% below grade level, 19% at grade level, and 69% exceed grade level expectations.</li> <li>Grade 6 reading proficiency levels as evidenced by myON Lexile reading assessments are as follows: 43% below grade level, 43% at grade level, and 14% greatly exceeding grade level.</li> </ul>

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 90% of K/1 students and 93% of grade 6 students will meet or exceed grade level benchmarks in reading as demonstrated by F&P running records or myON Lexile reading assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>K/1 teachers will administer F&amp;P running records five times per year to inform the placement of students into differentiated reading groups.</li> <li>K/1 staff will meet after each F&amp;P administration to analyze student results and form guided reading groups.</li> <li>Principal will meet with staff members to share best practices in implemented F&amp;P Leveled Literacy Intervention (LLI).</li> <li>At the end of each marking period, K/1 teachers will provide written feedback to families about student reading progress and next steps. Teachers will be available on Tuesday afternoons and via email to share progress information with families.</li> <li>Student will take home sacks of books at and above their reading</li> </ul>	All K/1 students	September-June	Teachers and principal

levels to read at home independently and with an adult.			
<ul style="list-style-type: none"> <li>ESL teacher will meet bi-weekly with the kindergarten classroom teacher to discuss ELL student progress in literacy, co-plan writing lessons, and to share best instructional practices.</li> <li>ESL teacher will implement guided reading lessons for ELL students.</li> <li>Principal and ESL teacher will meet bi-weekly to discuss student progress and to engage in lesson analysis.</li> <li>ESL teacher will attend professional development to develop further ELL teaching strategies.</li> <li>ESL will provide extra targeted intervention to ELL students who do not make adequate progress in reading.</li> <li>Intensive literacy interventions such as Foundations or LLI will be used to strategically address student needs.</li> </ul>	ELL students	September-June	ESL teacher, kindergarten teacher, and principal
<ul style="list-style-type: none"> <li>Grade 6 teachers administer myON Lexile reading assessments at least five times per year.</li> <li>Students will be matched to challenging content area books and texts based on myON assessment results.</li> <li>Students read on- and above-level books during the Humanities block, during class transitions, and when work is completed.</li> </ul>	All Grade 6 students	September-June	Grade 6 teachers and principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

<p>K/1</p> <ul style="list-style-type: none"> <li>Four classroom teachers, one ESL teacher, and one cluster teacher who can help instruct small groups of students</li> <li>F&amp;P running record assessment kits</li> <li>Level Literacy Intervention (LLI) kits</li> <li>Leveled classroom libraries</li> <li>Wilson Foundations kits</li> <li>Google Drive spreadsheets for data sharing and analysis</li> <li>Substitute coverage for teachers to attend professional development</li> </ul> <p>Grade 6</p> <ul style="list-style-type: none"> <li>Two grade 6 classroom teachers</li> <li>myON digital subscription</li> <li>30 chromebooks</li> <li>classroom library with Lexile measures</li> <li>Substitute coverage for teachers to attend professional development</li> </ul>
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**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, F&P running record data and myON Lexile data will be reviewed to determine the percentage meeting or exceeding grade-level benchmarks. 80% of kindergarten and first grade student and 70% of sixth grade students will read at or above grade-level.

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

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

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

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

### Part 1 – Needs Assessment

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

To live the core value of Inclusion, all Q300 students participate in morning meeting (K/1) or advisory (grade six) four times per week. During these classes, students learn about one another, share family stories, share interests, and participate in team building activities. In advisory, sixth grade students also develop executive functioning and collaboration skills. Q300 staff members believe that it is imperative that students have the space to develop these skills and to participate in building a safe, supportive learning community.

In order to foster collaboration in grade six, Q300 staff implement advisory sessions that target key skills. In September 2014, sixth grade students were surveyed about their experiences with various executive functioning and collaboration skills necessary for participating in a safe, supportive classroom. Sixth grade students reported little to no experience with attending (72%), empathy (78%), and community organizing (96%).

### Part 2 – Annual Goal

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

By June 2015, sixth grade students will report that they have developed the skills of attending (90%), empathy (80%), and community organizing (90%) as evidenced by student survey results.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ul style="list-style-type: none"> <li>• The social worker and teachers will plan advisory sessions where students have the opportunity to observe, research, practice, and reflect upon executive functioning and collaboration skills during four advisory sessions per week.</li> <li>• The social worker will attend professional development about developing impactful middle school advisory and skill building.</li> <li>• The social worker will plans and implement advisory professional development for teachers.</li> <li>• The social worker and teachers reflect on the efficacy of advisory</li> </ul>	Students	September to June	Social worker and teachers

sessions and revise future plans once per week. <ul style="list-style-type: none"> <li>• Students will participate in role play and real-life scenarios that require the use of these skills.</li> <li>• Students will read and analyze texts about these skills to utilize during small group discussions.</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Social worker, grade 6 teachers, digital collaboration platform, laptops, advisory texts, Monday professional development

**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, sixth grade students will report that they have developed the skills of attending (80%), empathy (65%), and community organizing (50%) as evidenced by student survey results.

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

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

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

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

### Part 1 – Needs Assessment

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

The Child Study Team (CST) embodies Q300’s core values of Inclusion, Inquiry, and Responsibility. The CST provides a space for staff to meet to better learn about an individual student, to investigate a student’s needs, and to work as a team to support the student. The CST provides a safe, supportive space for staff to share their classroom problem solving process and to receive feedback from peers. The CST utilizes an adapted tuning protocol to isolate an individual student’s needs and to direct all talk to the facts and feedback.

Every two weeks, the CST will meet to discuss individual student cases. The CST will be a forum for administrators, teachers, service providers and parents to discuss student needs and appropriate interventions/extensions. The CST will develop a plan for these students, progress monitoring, and relevant goals. When the CST reconvenes, they will discuss student progress and adapt/change interventions/extensions as necessary.

### Part 2 – Annual Goal

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

By June 2015, all teachers will participate as presenters at least three times during child study team meetings.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• CST meets bi-weekly as either the K/1 or grade 6 teams.</li> <li>• The principal will lead the first two months of CST to ensure that protocols are met. Then team members will facilitate the meetings.</li> <li>• The principal will plan and implement professional development about the “tuning protocol” which can also be used for looking at student work products.</li> <li>• CST members track meeting minutes and next steps using a digital spreadsheet.</li> </ul>	Teachers	October-June	Teachers, social worker, and principal

• CST members check in on student cases after two months.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Laptops

**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

16. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, all teachers will present at CST at least one time.

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

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

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

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

### Part 1 – Needs Assessment

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

Q300’s instructional focus is: Teachers facilitate student-directed discussions in which all students have a voice and are actively engaged in learning. When ideas are affirmed and challenged by peers, students help one another to deepen and elaborate upon their thinking.

Daily, Q300 students often learn in triad and small teams. During this teamwork, students have numerous opportunities to participate in discussion. Student discussion is a key aspect of the learning process. Students verbalize their ideas, hear the ideas of others, and engage in dialogue that enhances and/or challenges these ideas. Q300 will focus teacher professional development to support teachers to better develop strategies and techniques for rich student discussion.

Effective discussions include: high-level, open-ended question prompts and opportunities for all students to respond to one another using evidence from observations and texts.

### Part 2 – Annual Goal

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

By June 2015, 75% of teachers will receive an effective rating in the area of questioning and discussion techniques as evidenced by their final informal observations.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Principal will conduct classroom observations and provide targeted feedback, verbal and in-person, about questioning discussion techniques.</li> <li>• The professional development team will meet to analyze observation data in order to plan questioning and discussion professional development sessions. In addition, the PD team will assess the impact of their PD sessions.</li> </ul>	Teachers	September-May	Principal and teachers

<ul style="list-style-type: none"> <li>Individual and pairs of teachers will plan PD sessions in small group and whole group discussion techniques.</li> </ul>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monday professional development, PD texts, laptops

**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

24. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50% of teachers will receive an effective rating in the area of questioning and discussion strategies as evidenced by their final informal observation.

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

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

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

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

### Part 1 – Needs Assessment

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

In order to integrate families into our daily practice, Q300 will invite families to participate as volunteers. Volunteering in school allows parents to experience and carry out the Q300’s core values. Q300’s core values become clearer and more tangible to these parents. In addition, volunteers share their experiences with other families; and then encourage them to volunteer their time as well.

Q300 plans on partnering with Learning Leaders to train parents to support teachers during the K/1 reading block. Parent volunteers will read to students, support students at reading centers, play word games with students, and/or practice reading fluency with them.

### Part 2 – Annual Goal

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

By June 2015, over 20 Q300 parents will have volunteered to support teachers and school staff at least two times during the school day.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> <li>• Parents will participate in Learning Leaders training to support K/1 students during reading instruction.</li> <li>• Parent volunteers will visit once per month to read to students and assist with reading centers.</li> <li>• Parent volunteers will work with PS 17 parents to organize and update the school library.</li> <li>• The social worker will manage volunteer documentation and appointments.</li> <li>• The social worker will provide core value aligned materials and</li> </ul>	Parents	February-June	Social Worker, teachers, and principal

short trainings to parent volunteers. • Teachers and the principal will model strategies for student support in the reading classroom.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent volunteers, Learning Leaders training, volunteer handbook

**Part 5 – Budget and Resource Alignment**

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

	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, at least five Q300 parents will have volunteered to support teachers and school staff at least one time during the school day.

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

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Reading level (F&P or Lexile) below grade level	K-2: Targeted guided reading (LLI) or Foundations phonics instruction; 6-8: MaxScholar, myON	Small group	During the school day
<b>Mathematics</b>	Benchmark assessment: not meeting expectations	All: tier 1 and 2 curricular materials	Small group	During the school day
<b>Science</b>	Benchmark assessment: not meeting expectations	All: tier 1 and 2 curricular materials	Small group	During the school day
<b>Social Studies</b>	Benchmark assessment: not meeting expectations	All: tier 1 and 2 curricular materials	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Meet with teachers, family, and service providers to determine need	Counseling, OT, Speech	Individual or small group	During the school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
At Q300, we have a rigorous hiring procedure to ensure that we attract highly qualified teachers. Our hiring committee consists of the school administration and teachers. During the period of time that open market becomes available and vacancies are posted, based on resumes that our school receives, candidates are selected by the school administration and hiring committee. Candidates are invited to the school to take part in a series of interviews. If it is determined that the candidate is a person of interest, the candidate does a demonstration lesson which is observed by the administration as well as teachers. Where appropriate, students are asked for feedback about the candidates teaching. After all candidates are interviewed the committee meets to make a selection.

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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is on-going throughout the year, as teachers are part of a number of teams that support their growth as educators. Using the instructional focus on question and discussion and the results of teacher observation data, the professional development team plans, organizes, and/or implements sessions. Weekly, teachers have at least three periods common preparation time where they co-plan lessons and meet differentiating instruction for specific students. Bi-weekly, teachers engage with Child Study Team meetings where they learn from their peers' experiences with support students who need academic and behavioral interventions and extensions.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
<ul style="list-style-type: none"> <li>• Grade 6 students with IEPs work with the special education teacher in small groups to develop individual skills. The teacher utilizes teacher-made materials, MaxScholar, iLearn, and myON to support students with ELA needs. All of these digital resources are accessed on chromebooks.</li> <li>• K/1 students receive differentiated instruction from teachers utilizing F&amp;P Leveled Literacy Intervention.</li> <li>• Teachers received training from Responsive Classroom to better integrate all students into the classroom community.</li> <li>• K/1 teachers received professional development from Pearson about the TERQ Investigations mathematics curriculum.</li> <li>• Texts related to building inclusive communities and developing deep conceptual knowledge are utilized during book</li> </ul>

studies and professional development sessions.

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

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

- All grade 6 classes are taught by two teachers, one general education and one special education. Students are taught in the same classroom. Teacher flexibly group students to meet their individual needs across content areas. In certain cases, the special education teacher may work with an individual student or a small group in a separate location to pre-teach content/skill or to implement an intervention program.

**Part 4: SWP Schools Only**

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

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

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

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) 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 the school. Q300, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Q300 will support parents and families of Title I students by:

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

Q300, 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:*

emic learning time efficiently;

cultural, racial and ethnic differences;

ing a curriculum aligned to the Common Core State Learning Standards;

gh quality instruction in all content areas;

nstruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

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

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

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