

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

**DBN: (i.e. 01M001):**                   **28Q312**

**School Name:**                       **JAMAICA CHILDREN'S SCHOOL**

**Principal:**                             **SUZANNE WASIK**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 28Q312  
School Type: Community School Grades Served: Kindergarten  
School Address: 109-20 Union Hall Street, Queens, NY 11433  
Phone Number: 718-526-0160 Fax: 718-526-0703  
School Contact Person: Suzanne Wasik Email Address: SWasik@schools.nyc.gov  
Principal: Suzanne Wasik  
UFT Chapter Leader: Sheryl Ackerman  
Parents' Association President: Latesha Kennerly  
SLT Chairperson: Suzanne Wasik  
Student Representative(s): N/A

**District Information**

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

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: CFN 209 Network Leader: Marlene Wilks

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Suzanne Wasik	*Principal or Designee	
Sheryl Ackerman	*UFT Chapter Leader or Designee	
Latesha Kennerly	*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	
Evelyn Kupuika	Member/Parent	
Aisha Robinson	Member/ Parent	
Michelle Lopez	Member/ Teacher	
	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.

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Jamaica Children's School is a brand new community elementary school that opened in September 2014. We serve families in the vibrant community of South Jamaica, Queens. This year, we welcomed our inaugural class of kindergarten students and will add a grade each year until we reach full capacity as a K-5 school. We currently have one general education kindergarten class and one integrated co-teaching kindergarten class. Our school's mission and core values guide our work.

### **Mission Statement:**

At Jamaica Children's School we challenge all children to think critically, collaborate, and take risks. Students engage daily in joyful exploration, inquiry, and self-reflection. Through hands-on activities, small group work, and individualized support, our students develop the confidence, knowledge, and skills necessary to discover their passions and lead with empathy in our complex world.

### **Core Values:**

**Empathy:** We care about others and strive to understand and share their feelings.

**Grit:** We are passionate about our goals and bravely overcome obstacles to achieve them.

**Inquiry:** We are curious and continuously ask questions to reach new understandings.

**Creativity:** We challenge ourselves, and others, to look at the world in innovative ways.

**Voice:** We express our ideas, feelings and beliefs, and advocate for ourselves, and others.

Our strengths are evident in our cohesive school culture and our dynamic instruction. We have a clear vision of teaching and learning connected to our deeply rooted belief that every child can learn at a high level. Through our implementation of the Responsive Classroom approach to discipline, we use common language to address off-culture behavior and support individual students' social and emotional development. School-wide systems, predictable routines, and consistent expectations for all students have enabled student learning to be at the forefront of our work.

Our rigorous curriculum balances direct instruction, inquiry based learning, and developmental play. We use both informal and formal assessments to track student progress and growth towards mastering the common core standards. Teachers use a variety of data sources to plan targeted lessons and develop differentiated student groups. As a school community, we use standards-based learning targets to frame each lesson in kid-friendly language which encourages students to take ownership of their learning. In each aspect our community we balance support with accountability.

As we grow and look ahead to next year, we are focused on improving student attendance, expanding student enrollment, developing new opportunities for family involvement, further diversifying our staff, and forming meaningful partnerships with community organizations that can enrich our program. Additionally, we look forward to developing our ESL programming and expanding our supports for students with special needs.

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

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

### Part 1 – Needs Assessment

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

#### STRENGTHS:

As a brand new school we use formal and informal assessments connected to the common core standards to drive our planning, differentiated student groups, and programming decisions. This year, our instructional priority is critical thinking. This is evident in our planning, learning targets, daily instruction, questioning, and class discussions.

- We customize our instruction by using formative and summative assessments to create differentiated student groups for support during independent practice, reading and math centers, guided reading, and small group instruction.
- We have a unique programming element where half of the class will attend a special, while the other half remains in the homeroom for targeted small group instruction. Then, the two groups swap. This enables students to receive highly differentiated reading instruction with a 5:1 student to teacher ratio.
- Once a week our kindergarten classes participate in a reading and writing rotation period. Our teachers analyze our data and student work to make four differentiated groups across the grade for reading and writing. During the rotation, students from different classes meet with a specific teacher for targeted instruction in reading and writing. After every formal assessment round, we collaboratively analyze data to revise the groups. Then, using the common core standards, we design a six-week instructional plan to address gaps in student learning or provide enrichment.
- One way that we motivate our students is by encouraging them to take ownership of their learning. This fall we implemented the use of long term and supporting learning targets in our planning and daily instruction. Learning targets are communicated to students in each lesson using a child-friendly “I can” statement. Students know what they are trying to accomplish during the lesson and understand that their teachers will challenge them prove that they have met the target. Depending on the target and a student’s needs, he or she may prove their mastery of a learning target through answering questions, writing, creating a project, performing something, or taking an assessment. Students know that if they have not yet met a specific target, it becomes one of their goals.
- During planning, teachers start with the standard. From the standard we create several long term learning targets for students to achieve over the course of a unit or several weeks of instruction. The long term learning targets inform the daily targets that teachers use to drive their instruction.
- We use guiding questions in our planning process. For example, what is the standard asking students to be able to do? What skills and knowledge do they need? What small steps do we need to guide our students to that larger understanding? How will we know when students have accomplished the target and met the standard?

#### NEEDS:

- Based on our analysis of student work, classroom observations, and ongoing assessments, we have determined that our students need more opportunities to develop their vocabulary across disciplines. During turn and talk conversations and class discussions students frequently requiring prompting to use complete sentences and tend to rely on tier I and a small set of tier II vocabulary words to express ideas. During guided reading, students may effectively apply word solving strategies to read a word, but do not know the meaning

of the word which impedes their overall comprehension of the text. We see little to no evidence of students including tier II and tier III words in their writing.

- Broadening vocabulary with strengthen our students understanding when reading and listening. This will give them tools to critically think and share their ideas. We need to incorporate explicit vocabulary instruction across disciplines and track student progress in learning and using new words.
- As we grow, we need to expand our English as a New Language (ENL) programming to better meet the needs of our English Language Learners (ELLs) who are entering kindergarten learning English as a new language.
- Each classroom is equipped with an EnoBoard and a set of 5 ipad minis. We need to analyze and plan the targeted implementation of this technology into our lessons.
- We have an Integrated Co-Teaching (ICT) classroom with a general education teacher and a special education teacher. We need to further investigate various models of co-teaching that will best serve our students with special needs in an inclusive environment.
- We need to continue to analyze and revise the IEPs we receive from incoming students to ensure they accurately reflect current data and have rigorous goals for our students.
- We need to continue designing curriculum using learning targets by incorporating more opportunities for student reflection and self-assessment.

### Part 2 – Annual Goal

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

In order to effectively master the standards in the categories of *key ideas and details* and *integration of knowledge and ideas* as well as read end-of-year benchmark level texts with fluency and understanding, all students will effectively use at least 40 new Tier II vocabulary words in their speaking and writing by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<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>
Leadership with design professional learning around selecting and teaching Tier II words based on research-based vocabulary instruction practices.	Teacher and all kindergarten students	December 15- December 23	Suzanne Wasik and Crystal Taylor-Brown
Teachers will explicitly plan for and teach 2-3 Tier II words each week that are relevant to learning targets across content areas and plan specific scaffolds for ELLs and students with disabilities	All kindergarten students, including ELLs and SPED	January 5- June 26	Suzanne Wasik and Sheryl Ackerman
Teachers will develop a system to track the use of vocabulary for each student. This can be tracked during guided reading, F&P	All kindergarten	December 15-	Suzanne Wasik and Jessica Heitzmann

assessments and during class discussions.	students	December 23	
Teachers will communicate the weekly vocabulary words to families by incorporating them into their class newsletters and homework packets.	Families and all kindergarten students	January 5- June 26	Kindergarten Team
Faculty will incorporate vocabulary words into our weekly Community Meeting.	All kindergarten students	January 9- June 26	Suzanne Wasik, Crystal Taylor-Brown, and Carina Mirchandani

**Part 4 – Resources Needed**

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

- Teachers will need to collaboratively plan and share best practices around effectively teaching new vocabulary.
- Resources on different types of vocabulary.
- Lesson plan templates including vocabulary section.

**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:

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 March, students should have mastered 20 new Tier II words as evidenced in their speaking and writing in running records assessments and class discussions.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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

Our core values serve as a guide for how we establish and refine our school culture to ensure that it is a supportive environment.

#### Core Values:

**Empathy:** We care about others and strive to understand and share their feelings.

**Grit:** We are passionate about our goals and bravely overcome obstacles to achieve them.

**Inquiry:** We are curious and continuously ask questions to reach new understandings.

**Creativity:** We challenge ourselves, and others, to look at the world in innovative ways.

**Voice:** We express our ideas, feelings and beliefs, and advocate for ourselves, and others.

#### STRENGTHS:

- We have a cohesive school culture that aligns to our school’s mission and core values.
- Staff uses a common language to promote positive behavior and community.
- Prior to the start of school, we intentionally mapped out our ideal school culture and developed norms for communication.
- Through our implementation of the Responsive Classroom approach to discipline, we use common language to address off-culture behavior and support individual students’ social and emotional development.
- We have school-wide systems, predictable routines, and consistent expectations for all students.
- We develop individualized behavior plans to support specific students.
- We believe that teacher actions lead to student actions and consistently reflect on our practice and its impact on our school community and culture.
- Students actively take risks by asking and answering questions and trying things outside of their comfort zone.
- Through daily learning centers, our students development language and skills to problem solve through play.
- We incorporate student choice into our lessons and school routines.
- Based on a recent family survey, students and families feel safe, welcomed, and positive about the school community we share.
- Throughout most of the day, students are in small groups working on challenges that are aligned to their specific needs and strengths.

#### NEEDS:

- We do not currently have a systematic way to discuss and create action plans to support students who demonstrate off-culture behavior.
- We need to build on our strategies to better support students in crisis and to proactively look for trends.
- As we grow, we need to think about creative ways to balance shared space with our co-located school.

### 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 January, we will establish a Student Support Team\* (SST) that will follow a bi-weekly protocol to strategize supports for specific students. Each week, an individual homeroom will present a guiding question about one student.

\*The SST will be comprised of the social worker, school psychologist, principal, and assistant principal. Each week, a different homeroom teacher or teaching team will present a question about a specific student who is having a learning or behavioral challenge in their class. Together, the team will generate a list of action steps to address the question and support that student's development.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
School will design planning template for teachers and a protocol for meetings.	Teachers, students	December-June	Elizabeth Coffin and Michelle Lopez
Teachers will select a student in their class to present to the SST and complete the planning template with relevant data, attempted interventions, and a guiding question. This includes students with disabilities and ELLS.	Students (including ELLs and SPED)	December-June	Kindergarten Teachers
School will schedule a specific meeting time for each homeroom.	Teachers, students	December	Suzanne Wasik
Teachers will follow through with action steps selected in SST and track student progress.	Students	December-June	Teachers, Suzanne Wasik, Elizabeth Coffin
Teachers will communicate action steps with Families during their Tuesday professional time.	Families	December-June	Kindergarten Teachers

### **Part 4 – Resources Needed**

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

- Planning time for our social worker
- Bi-weekly meeting time for each homeroom

### **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:

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

By February we should be able to assess the effectiveness of the meetings as evident in student behavior.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. 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

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

#### **STRENGTHS:**

- Our core values guide our work and communication.
- We collectively designed a set of norms for communication that is evident in the focused, friendly, and supportive nature of our professional learning workshops and meetings.
- Grade teams collaboratively plan and use the same learning targets across the classes while differentiating for their students each week.
- Teachers take ownership of the success of every student in the building. They are transparent about their data and student work. Teachers actively seek and share best practices with one another.
- We have an open door policy and teachers move freely into one another’s classrooms.
- Teachers participate in a weekly grade team meeting to unit plan and revise learning targets and lesson plans. They meeting formally for one hour per week and frequently meet informally during their common lunch, as well as before and after school.
- Teachers participate in data analysis on some professional learning Mondays and during their common planning time on Tuesdays. They collectively look for trends using our Excel spreadsheets that track letter and letter sound identification and F&P independent reading levels for every student. Teachers also analyze student work and unit assessments in math to create groups and develop upcoming learning targets. Additionally, teachers use rubrics to score and analyze student “On Demand” writing across the grade every six weeks.
- Teachers call one another by first name and have established personal relationships. We have a culture where everyone feels comfortable asking for help.
- School leadership uses a variety of data sources (observations, student work, surveys, research, conversations with families, teachers, and students) to design targeted professional learning sessions every week.

#### **NEEDS:**

- Although school leadership conducts frequent informal observations (both evaluative and non-evaluative) and provides teachers with immediate feedback, we need to establish a concrete system for coaching teachers individually and providing targeted one-to-one professional support.
- Each teacher needs to know their specific goal and have concrete action steps to evaluate their progress towards that goal.
- We need to establish a system for more targeted inter-visitation.
- We need to identify and locate high-quality out-of-school professional development opportunities that connect to teacher goals.
- We need to seek out and visit schools where co-teaching models are strong.

### 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 December, teachers will participate in targeted, one-on-one, bi-weekly professional coaching meetings with their instructional leader. These meetings will address specific teacher goals based on the Danielson framework to improve instruction and student performance. By June, teachers will have engaged in a minimum of ten individual coaching 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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
School Leaders establish a schedule for coaching meetings.	Teachers	December 15	Suzanne Wasik
School leaders will work collaboratively with teachers to design a long term professional learning target connected to the Danielson framework.	Teachers	December 15-January 16	Suzanne Wasik and teachers
School leaders will work collaboratively with teachers to design supporting professional learning targets to help achieve the long term target with an emphasis on instruction that supports all learners, including students with disabilities and ELLs.	Teachers and students	December 15-June 26	Suzanne Wasik and teachers
Teachers will implement feedback from coaching meetings and assess their progress towards achieving the target.	Teachers	December 15-June 26	Suzanne Wasik, Crystal Taylor-Brown, and teachers
School leaders and teachers will identify high quality out-of-school professional development opportunities connected to professional learning targets. (E.g. Observing co-teaching at a highly effective school)	Teachers	January-June	Suzanne Wasik, Crystal Taylor-Brown, and teachers
School leaders will work with teachers to identify ways to increase parent involvement.	Teachers and Families	January-June	Suzanne Wasik, Crystal Taylor-Brown, and teachers

### **Part 4 – Resources Needed**

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

- Danielson rubric
- Template for professional learning target development
- Calendar for implementation and progress monitoring
- Calendar for coaching meetings
- Space to meet

### **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
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:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.
  - By the end of December all teachers should have participated in their first formal coaching meeting.
  - By the end of January all teachers should have their long term learning target and at least one supporting learning target with action steps.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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

#### STRENGTHS:

- School leaders have a very specific vision for teaching and learning.
- School leaders are deeply committed to the school’s mission and believe that every child will succeed.
- School leaders practice constant reflection and are guided by some of the following questions: How can we move from good to great? How can we improve student learning? What are we doing well? How do we know when we’ve met our goals? Based on our data, what are our top priorities?
- School leaders model the professional behavior we want to see in our staff. Examples: professional dress, being prepared, putting students’ needs at the center of every conversation.
- School leaders serve as effective models for behavior management and instruction by modeling whole school events and transitions, as well as modeling in the classroom.
- School leaders visit every classroom, every day.
- School leaders read and provide feedback for all lesson plans.
- School leaders provide frequent, targeted feedback to teachers.
- School leaders know every child and their family personally and have established strong relationships.
- School leaders know every staff member personally and make a strong effort to build meaningful personal relationships.
- School leaders analyze various data points to design relevant professional learning that improves instruction and student outcomes.

#### NEEDS:

- School leaders need to design a system that provides even more individualized feedback for teachers.
- School leaders need to make strategic hiring and budgetary decisions in order to maintain the small group instruction we established this year.
- Principal needs to develop assistant principal’s knowledge around early childhood curriculum and instruction.
- School leaders need to become better versed in the Danielson framework and continue to norm our use of the rubric when observing teachers.

### 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 December, school leaders will lead targeted, one-on-one, bi-weekly professional coaching meetings with 100% of teachers. These meetings will address specific teacher goals based on the Danielson framework to improve instruction and student performance. By June, leaders will have led a minimum of ten individual coaching meetings for 100% of teachers.

### 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: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<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>
School Leaders establish a schedule for coaching meetings.	Teachers	December 15	Suzanne Wasik
School leaders will work collaboratively with teachers to design a long term professional learning target connected to the Danielson framework.	Teachers	December 15-January 16	Suzanne Wasik and teachers
School leaders will work collaboratively with teachers to design supporting professional learning targets to help achieve the long term target with an emphasis on instruction that supports all learners, including students with disabilities and ELLs.	Teachers and all students including ELLs and SPED	December 15-June 26	Suzanne Wasik and teachers
Teachers will implement feedback from coaching meetings and assess their progress towards achieving the target.	Teachers	December 15-June 26	Suzanne Wasik, Crystal Taylor-Brown, and teachers
School leaders will work with teachers to identify ways to increase parent involvement.	Teachers and Families	January-June	Suzanne Wasik, Crystal Taylor-Brown, and teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Danielson rubric</li> <li>• Template for professional learning target development</li> <li>• Calendar for implementation and progress monitoring</li> <li>• Calendar for coaching meetings</li> <li>• Space to meet</li> </ul>

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

- By the end of December all school leaders should have conducted their first formal coaching meeting with each teacher.
- By the end of January all teachers should have their long term learning target and at least one supporting learning target with action steps.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. 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 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

#### STRENGTHS:

- Based on a recent survey and frequent conversations with parents, families feel welcomed and positive about the school. 100% percent of families who returned the survey would recommend Jamaica Children’s School.
- Families are highly responsive to school events. We had over 80% of our families attend Back-to-School Night and 100% of our families attended their parent-teacher conference.
- Families attend our weekly Community Meeting where students perform and participate in chants/cheers/plays connected to our core values.
- We have a communication folder that goes between home and school each day. Both the school and families use it to communicate important happenings and news.
- On every homework packet there is an “Ask Me About” section that gives families conversation starters about what their child is learning at school.
- We have an open door policy and families are welcomed into classrooms.
- We asked families for feedback about workshop topics they would be interested in and are planning Winter and Spring workshops.
- Families share important news with the school.

#### NEEDS:

- We need to identify and establish key community partnerships that can enrich our program and contribute positively to the community.
- We need to create systems to encourage more family participation in school (i.e. volunteers, guest readers, etc.)
- We need to create more opportunities for families to build relationships with one another (potlucks, workshops, grade team coffees, etc.)
- Next year, we want to partner each new family with a returning family.

### 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, we will establish a clear partnership with two community organizations that can provide in-school and after school enrichment opportunities for our students.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

35. Research-based instructional programs, professional

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the*

development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
Compile a list of community organizations including their mission, offerings, cost, and contact information.	Students	December-January	Crystal Taylor-Brown
Select top three organizations to partner with and create a proposal.	Students	February-March	Crystal Taylor-Brown, Suzanne Wasik, and PTA
Create plan and calendar for launching partnership for 2015-16 school year.	Students	March-May	Crystal Taylor Brown, Suzanne Wasik, and SLT
Seek input from SLT and families with regard to which programs will best serve our community, including students with special needs and ELLs.	Families and Students	February-March	Crystal Taylor-Brown, Suzanne Wasik, and SLT

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Computer to conduct research</li> <li>• Time to reach out to and visit organizations</li> </ul>

#### **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>
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
	<ul style="list-style-type: none"> <li>• List of organizations should be compiled by the end of January</li> <li>• Proposals should be completed by March</li> </ul>			
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<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>	Letter and letter sound recognition assessments, phonemic awareness assessments, F&P running records assessments	Double dose of Foundations, teacher supported writing instruction, guided reading, literacy centers	Small group, one-to-one	During the school day
<b>Mathematics</b>	Baseline assessments, unit assessments, ongoing tracking and observation	Math centers, repeated mini-lesson, use of manipulatives	Small group, one-to-one	During the school day
<b>Science</b>	Unit assessments, observations, student work	Repeated mini-lessons	Small group	During the school day
<b>Social Studies</b>	Unit assessments, observations, student work	Repeated mini-lessons	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Student observation, anecdotes, conversation with families	Counseling services	Small group or one-to-one	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>
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### 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.

- During teacher recruitment we cast a wide net. In addition to our Department of Education job posting, we reach out to a variety of organizations including various institutions of higher education and New York City Teaching Fellows. We believe that word of mouth is one of the most powerful tools to discover excellent talent and we encourage our team to talk about our school's mission with other educators.
- During our interview process, we seek out educators who first and foremost believe deeply in our mission and have a track record of working in high needs communities with strong results. A thorough background in the workshop model, guided reading instruction, collecting and analyzing data, experience using the Responsive Classroom approach, and an eagerness to learn new things are also important qualities in potential candidates.
- With their permission, we invite candidates to conduct a sample lesson so that we may analyze their planning and observe their interactions with students. After the lesson, we ask candidates to reflect and offer feedback.
- When planning our teacher assignments we consider the teacher's background, experience, and areas of expertise and align that with the needs of our students.
- Our weekly professional learning workshops are based on needs identified through our observation of teachers, analysis of student work, and feedback from teachers.
- Teachers will participate in bi-weekly individualized coaching meetings with their instructional leader. There, instructional leaders provide targeted support based on the Danielson framework to each teacher.
- We identify high quality out-of-school professional development opportunities that are relevant to our teachers based on the goals they develop in their coaching meetings.
- We build meaningful relationships with teachers and make a great effort to get to know them both professionally and personally.

#### 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).

- Our professional development is mapped out based on our frequent reflection and needs assessments and is aligned to our school's mission.
- Classroom observations, student data, conversations with families, innovative practices in other schools, teacher feedback, and our instructional focus all inform the design of our professional development calendar.
- In addition to the formal workshops and training that we provide teachers each week, we believe that modeling is one of the most powerful tools to improve teacher and staff performance. School leaders model effective management and instruction both formally and informally throughout the day.

- We encourage collaboration and have an open door policy. Teachers have opportunities for inter-visitation to learn best practices from their colleagues.
- Teachers will participate in bi-weekly individualized coaching meetings with their instructional leader. There, instructional leaders provide targeted support based on the Danielson framework to each teacher.
- School leaders guide teachers in analysis of student data like F&P running records and student work samples to guide planning.
- School leaders support teachers in long term
- CCSS aligned unit planning.
- School leaders provide lesson plan feedback to all teachers.

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

The books and instructional materials purchased to support reading intervention allow our lowest performing students to receive additional and differentiated instruction to meet the standards.

#### **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).

After assessing students, we made strategic decisions with regard to groupings and created a schedule that allows for targeted small group instruction within the regular school day three days a week.

### 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:

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

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

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

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

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

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

*(Required for All Title I Schools)*

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

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

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

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### Parent Involvement Policy (PIP) 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. **Jamaica Children's 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 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. **Jamaica Children's 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 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

**Jamaica Children’s 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 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 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.