



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **16K308**

School Name: **P.S. 308 CLARA CARDWELL**

Principal: **AMY RODRIGUEZ**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Clara Cardwell School Number (DBN): 16K308
Grades Served: Pre K-8
School Address: 616 Quincy St Brooklyn, NY 11221

Phone Number: 718- 571-6960 Fax: 718 571-6979
School Contact Person: Amy Rodriguez Email Address: arodriguez1316@schools.nyc.gov
Principal: Sharon Odwin
UFT Chapter Leader: Talib Siddiq
Parents' Association President: Irmaris Gale
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kemba Boothe
Student Representative(s): None

District Information

District: 16 Superintendent: Rahesha Amon
Superintendent's Office Address: 1010 Lafayette Ave Brooklyn, NY 11221
ramon@schools.nyc.gov
Superintendent's Email Address: 1010 Lafayette Avenue Brooklyn, NY 11221
Phone Number: 718) 574-2834 Fax: (718) 453-1048

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: (718) 935-2382

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon Odwin	*Principal or Designee	
Talib Siddiq	*UFT Chapter Leader or Designee	
Irmaris Gale	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Rachel Rodriquez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Deon Jones	Member/Teacher	
Joan Pantin	Member/assistant principal	
Rachel Rodriquez	Member/parent	
Jocelyn Johnson	Member/parent	
Tameka Wilson	Member/parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Georgette Clark	Member/teacher	
Beverly Kirkland	Member/teacher	
Bernadette Hall	Member/Secretary	
Krystal Harrington	Member/parent	
Franklin Regisford	Member/parent	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. Our students benefit from a creative environment that allows them to express their talents through a variety of mediums. Parents are drawn to our school because our staff fosters a sense of partnership and community. We collaborate to create goals for our students both inside and out of the classroom. We expose our students to the highest level of technology in our state-of-the-art computer labs and provide special enrichment opportunities, such as Chess and through our after school program. We also partner with the Sports and Arts in Schools Foundation to offer our middle school students a multitude of engaging after school activities such as STEM, Culinary, Sports, Leadership and Academic Intervention. Our focus at P.S. 308 is to foster a lifelong love of learning within our students. We are the "Best of the Brightest" in the heart of Brooklyn. Our mission is to prepare our students, teachers and parents to be able to achieve their full potential. To ensure students make positive choices in order to navigate their academic plan. This will be accomplished by teaching our students to think critically and conscientiously.

2. Thirty percent of the student population has an individualized educational plan. The School Support Team will collaborate with general educators and special education teachers on strategies that will foster student progress in all academic areas. In addition, we will implement PBIS to improve the social emotional behaviors in the classrooms.

3. Last year, we made the most growth in Tenet 3 (Curriculum Development and Support). We were rated Excellent for Student Improvement on the ELA exam, according to the School Quality Snapshot. This year, our focus will be again on Tenet 3. We will increase the rigor of our instruction Math, in order for our students to improve their problem solving and critical thinking skills.

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<ul style="list-style-type: none"> Strengths: We have created a data driven culture based on student needs, assessments and analysis. Using data from multiple sources including the NYS ELA Test itemized analysis, in house assessments such as Rally, Edperformance, and teacher designed performance tasks, we have created strategic action plans across grade bands that target the specific needs of individual students in ELA. Additionally, our school leadership facilitates the development and implementation of rigorous, Common Core aligned curricula. Teachers effectively ensure that ELA unit and lesson plans are aligned to the CCLS, and use a range of complex texts to stimulate thinking, questioning, and discussion. As a result, we increased the amount of students scoring a level 3 in ELA by 8% on the 2016 NYS ELA exam (2013-2014 School Quality Snapshot, ELA Unmatched Assessment Results for Students in GRADES 3-8 NYSED) Priority Needs: We are in the process of developing the same data driven culture in math. This year we will focus on using data from multiple sources to create strategic action plans across grade bands to target the specific needs of individual students. We are focusing on aligning Math curricula to the CCLS, and building students’ deep conceptual understanding and knowledge around specific content. a result, we expect to lift the instructional level of students in Math on the 2016 NYS Math exam (2013-2014 School Quality Snapshot). 		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of our teaching staff will demonstrate evidence in their teacher practice of knowledge and skills learned during professional development in using data to drive curriculum and instruction focusing on strategies that provide multiple points of entry to match students' differing abilities and needs as measured by qualitative evidence from their teaching practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. Professional Development: BFSC will conduct a series workshops that a designated staff member will consistently attend to strengthen pedagogy and curriculum alignment with the Common Core Learning Standards. The designated staff member will provide differentiated professional development to all educators that teach Math</p>	<p>1. K-8 math teachers 2. 3-8 teachers 3. K-8 teachers 4. Inquiry Team 5. Teachers grades 3-8 6. Reading Recovery teacher, 1st grade teachers</p>	<p>1. 9/2015- 6/2016 2. 9/2015- ongoing 3. 9/2015-ongoing 4. 11/2015-6/2016 5. 1/2016-5/2016 6. 9/2015-6/2016</p>	<p>1. Implementation and Oversight: Assistant Principals 2. Implementation: 3-8 teachers. Oversight: Assistant Principals 3. Implementation: 3-8 teachers. Oversight: Assistant Principals 4. . Implementation: Inquiry team Oversight: Principal</p>

<p>2. Teachers used the Item Skills Analysis from the 2015 ELA and Math exams to identify trends and patterns school wide, as well as class specific standards with which students had the most difficulty last year. Teachers then modified existing units of study to reflect an increased study of these particular standards.</p> <p>3. Based on the results of ELA and Math benchmark assessments, teachers in grades 3-8 use Lexile scores to purposefully match text to readers when planning lessons. As a result, students will be actively engaged in the close reading of rigorous texts that are within their zone of proximal development.</p> <p>4. The School Inquiry/Data Team will use school wide data to effectively organize Academic Intervention Service groups based on students' needs.</p> <p>5. We will implement Expanded Learning Programs three times per week after school for grades 3-8 in ELA and Math. We will also hold a Saturday Academy program for our lowest one third and ELL students.</p> <p>6. We have collaborated with Sports & Arts, Community Base Organization to provide one hour of intervention using iReady for ELA and Math. This intensive, data driven program provides daily one on one intervention for the</p>			<p>5. Implementation: 3-8 teachers. Oversight: Assistant Principals</p> <p>6. .Implementation Grade 1 teachers Oversight: Assistant Principal</p>
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entire school year in grades 6-8.			
<p>Strategies to address the needs of subgroups:</p> <p>We are developing an intervention program where small groups of students in the lowest third, ENLS, and students with disabilities work with middle school teachers during their administrative periods for targeted skills practice.</p> <p>We are extending the practice of providing on-going feedback to students about their progress by increasing the use of rubrics and feedback. This will strengthen their ability to self-assess and track their own progress, as well as identify learning strategies that will enable them to meet the teacher's feedback.</p>	Lowest third, ENLS, students with disabilities	December 2015- June 2016	Teachers, ENL Teacher, Coaches Assistant Principal, Principal
<p>Strategies to increase parent involvement</p> <p>We will offer monthly parent workshops specifically in literacy and math during the Parent Involvement Tuesdays.</p>	Parents of students K-8	January 2016-June 2016	Parent Empowerment Team
<p>Activities to increase trust</p> <p>We will highlight Ah-ha moments from staff members at each monthly math workshop, in order to celebrate success in mathematics instruction as well as to support the belief that we are all in the learning process as we move toward excellence.</p>	MS and K-5 math teachers	January 2016-June 2016	Assistant Principal

Part 4 – Budget and Resource Alignment

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

1. Staff developers
2. Teacher- Regular school day
3. Teacher- regular school day
4. Inquiry Team- 8 teachers x 30 sessions x 2 hours/ session x teacher per session rate (Rally Rehearsal Materials)
5. Extended Learning Time- 10 teachers x 18 weeks x 6 hours per week (Rally! Rehearsal Materials)
- Extended Learning Time- 6 teachers x 10 weeks x 6 hours per week (Rally! Rehearsal Materials)
- Extended Learning Time- 1 supervisor x 18 weeks x 6 hours hours per week
6. Teacher-regular school day (Supplies: student writing journals, corrective tape)

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

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

Rally Mock ELA and Math Exams (benchmark). By January 2016, we expect to decrease the amount of level 1 students in math by 3% school wide, and increase the amount of level 3 students in Math by 3%; and decrease level 1 students in ELA by 3%, and increase level 3 students in ELA by 3%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Strengths: We have several partnership programs that address students’ social and emotional needs such as, Cook Shop, Chess in Schools and Sports and Arts after school,. 70% of students reported that they agree or strongly agree that PS 308 offers a wide enough variety of programs, classes, and activities to keep them interested in school, and 93% of parents reported the same (2015 School Survey Report). Our Dean is an integral part of our social emotional support to students and our supportive school culture. This Dean has the expertise to help students to understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. This includes self-awareness, control of impulsivity, working cooperatively, and caring about oneself and others. Deon Jones created a merit and demerit discipline system for grades 3-8. She receive merits for their behave, wearing uniform, citizenship etc. Students receive demerits when they are demonstrating negative behave, not wearing their uniform and class work/homework is not completed. Section sheets are used to monitor upper grades students behavior each period.</p>		

Priority Needs: According to the Learning Environment Survey, 29% of our students disagree or strongly disagree that our school offers a wide enough variety of programs, classes, and activities to keep them interested in school. We need to increase the amount of programs and activities that we have to keep students interested beyond academics.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Three times per week, students will participate in programs that enhance their social and emotional health, and connect academic skills to authentic life experiences, in order to increase the amount of students who agree that PS 308 offers a wide enough variety of programs, classes, and activities to keep them interested in school by 20% on the 2016 School Survey in May 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Hip hop health- after school dance program for middle school students keep students actively engaged in physical activity after school.</p> <p>2. Cook Shop- provides Pk-2 grade students and parents the opportunity to create healthy meals at school.</p> <p>3. CHAMPS basketball program gives students an incentive to come to school</p>	<p>1. Grades 6-8</p> <p>2. Grades PK-2</p> <p>3. Grades 6-8</p> <p>4. Grades pK-8</p>	<p>1. January- June 2016</p> <p>2. December 2015- March 2016</p> <p>3. October- June 2016</p> <p>4. November- June 2016</p> <p>5. Sept.2015- June 2016</p>	<p>1. Implementation: SASF; Oversight: Assistant Principals</p> <p>2. Implementation: teachers grades K-2; Oversight: Mr. McNeil, Parent Coordinator</p> <p>3.</p> <p>Implementation: PE teachers; Oversight: Principal</p>

<p>early and stay late, as well as to do well in classes.</p> <p>4. Themed school wide evening events give students opportunities to perform on stage in theater and dance, as well as to play musical instruments.</p> <p>5. Special mentorship program for at risk middle school students (including once per week group share, special writing and reading discussions, trips, and additionally counseling services as necessary).</p> <p>6. Partnership with the Sports and Arts School Foundation</p> <p>7. Dean: focuses on developing self respect, youth development, emotion management skills, and impulsively control in at-risk students.</p>	<p>5. Middle school students</p> <p>6. Students grades 5-8</p> <p>7. At risk students grades 5-8</p>	<p>6.</p> <p>Sept. 2015- June 2016</p> <p>7. Sept 2015- June 2016</p>	<p>4. Implementation: pK-8 staff; Oversight: Principal</p> <p>5. Implementation: volunteer staff grades 7-8. Oversight: Principal</p> <p>6. Implementation: SASF staff, selected teachers grades 5-8. Oversight: Principal</p> <p>7. Implementation: Ms. Jones, Dean Oversight: Principal</p>
<p>Strategies to address the needs of sub groups:</p> <p>We are targeting a specific sub group of emotionally at risk students to participate in a specialized counseling and mentoring program, as well as to get students involved in one non academic activity they are interested in, in order to build self esteem and attendance at school.</p>	<p>Identified emotionally at risk students</p>	<p>November 2015- June 2016</p>	<p>Implementation: volunteer staff grades 7-8. Oversight:</p>
<p>Strategies to increase parent involvement:</p> <p>We invite parents to attend concerts and to volunteer with activities. We also invite parents to catered events throughout the year, including Black History</p>	<p>All parents, particularly parents of students who are chronically late or absent.</p>	<p>September 2015- June 2016</p>	<p>Implementation: Attendance coordinator, teachers pk-8; Oversight: Parent Coordinator Assistant Principals, Principal</p>

Month and Juneteenth celebrations. We invite parents to attend monthly attendance meetings. This ensures that parents are deeply connected to the academic and extra curricular activities as PS 308, and that they support their children in non academic endeavours.			
<p>Activities that increase Trust:</p> <p>Teachers with special talent or interest in extra curricular activities beneficial to students are recruited to lead and support students in those specific activities (i.e. band and dance) . This helps ensure that students receive quality instruction in high-interest activities.</p>	Pk-8 students	September 2015-June 2016	Implementation: pK-8 staff; Oversight: Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. SASF after school Title 1											
4. Consultants- \$10,000 PF Set aside (Tru School program)											
6. PTA											
7. 8 teachers x per session rate x 10 weeks x 2 hours/week											
9-11. 2 teachers x per session rate x 10 weeks x 4 hours/week											
12. F Status Dean salary \$35,674											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

In February 2016, we will calculate the percentage of our student body that participates in extra curricular after school activities. Our target is to have 80% or more of students participating in high-interest activities .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Strengths: Teachers use a variety of data sources to inform lessons. Teachers use data to create SMART groups based on instructional needs and then develop a plan across grades to determine the best instructional practices to meet the needs of particular groups. Also, The school aligns curricula to the Common Core Learning Standards to cognitively engage all students in learning and higher-order skills (2014 Priority and Focus School Quality Review Full Report).</p> <p>Priority Needs: We need to deepen the work on questioning and discussion techniques by using lesson plans that incorporate high levels of text and content complexity in alignment to the Common Core Learning Standards and integrate the instructional shifts to elevate the thinking of all students (Focus and Priority Schools Quality Review 2014)</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>
<p>By June 2016, 80% or more of teachers will use questioning techniques and protocols which are consistent throughout the school, thereby increasing student engagement in the examination of rigorous text, argumentative writing, in order to decrease the amount of level 1 students in math by 5% school wide, and increase the amount of level 3 students in Math by 5%; and decrease level 1 students in ELA by 5%, and increase level 3 students in ELA by 5% by April 2016.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. Extend the Danielson Framework 3b Labsite to include all teachers at PS 308 (teacher led workshops on questioning and discussion)</p> <p>2. PD creative school services (math consultants)</p> <p>3. Professional Reading and Discourse: Thinking Through Quality Questioning by Jackie Acree Walsh and Beth Dankert Sattes</p>	<ul style="list-style-type: none"> • pK-8 teachers • Math teachers • pK-8 teachers 	<ul style="list-style-type: none"> • January –June 2016 • January –June 2016 • November 2015- February 2016 	<ul style="list-style-type: none"> • Implementation: Labsite teachers; Oversight: Assistant Principals • Implementation: CCS consultants; Oversight: Assistant Principals • Implementation: Labsite teachers; Oversight: Assistant Principals

<p>Strategies to address the needs of sub groups</p> <p>We will implement several specific questioning and discussion protocols school wide to ensure each student has multiple opportunities to ask/answer questions and discuss text before being responding in writing or performing an assessment.</p>	SwD, ELLs, lowest third	November 2015-June 2016	Implementation: Labsite teachers; Oversight: Assistant Principals
<p>Strategies to increase parent involvement and engagement</p> <p>We will invite parents to come observe whole class conversations and other discussion protocols. We will also develop workshops for parents on asking quality questions.</p>	parents	November 2015-June 2016	Implementation: Labsite teachers; Oversight: Assistant Principals
<p>Activities that address the element of Trust</p> <p>We will conduct interclassroom visitations to observe protocols as we are learning as a school community how to implement them effectively.</p>	PK-8 teachers	November 2015-June 2016	Implementation: Labsite teachers; Oversight: Assistant Principals

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. Schedule adjustments: Morning 2 period workshops for rotating groups of teachers 4 days per month. Teachers will need to be covered in order to receive training on Questioning and Discussion Techniques.</p> <p>2. PF set aside Consultants: \$10,000</p> <p>3. Monday Pd professional discourse groups (once per month)</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

Rally Mock ELA and Math Exams (benchmark). By January 2016, we expect to decrease the amount of level 1 students in math by 5% school wide, and increase the amount of level 3 students in Math by 4%; and decrease level 1 students in ELA by 3%, and increase level 3 students in ELA by 4%. If teachers are aligning instruction with Danielson 3b and using effective questioning and discussion protocols, student scores should increase on reading and math comprehension exams. If the emphasis on questioning and discussion does not positively impact student learning outcomes, we will need to revise our focus.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Strengths: School leaders carefully monitor data and when problems become evident, create teams to address issues. For example, when attendance dropped and lateness increased, school leaders formed an attendance team to create incentives for students to come to school and address lateness problems with parents. School leaders use the Danielson framework to collect low inference data and confer with teachers to improve their practice. The principal makes effective organizational decisions and uses resources in support of school-wide goals to improve student outcomes. (1.3) The principal has funded academic intervention services for all learners. Saturday school and after school programs are held for students in grades 3-8. The lower grades also participate in an after-school program twice a week. A specific group of first graders have been working with the Reading Recovery Program—a partnership the school has with New York University (NYU). This has resulted in significant success in reading comprehension and literacy skills that lead to college and career readiness. (2014 Priority and Focus School Quality Review Report).</p>		
<p>Priority Needs: 2.4: Leaders need to continue to monitor and support pedagogy through on-going observation cycles and actionable feedback to teachers based on observation data and promote self-reflection as a means to set the stage for teachers to self-determine their next level of support according to their needs (2014 Priority and Focus School Quality Review Report).</p>		

Priority needs: Strengthen the established tracking of school-wide goals and planning documents to drive school improvement efforts that will result in clear expectations for student achievement and student learning outcomes. (3.1) Goals must be more consistently reviewed, monitored, and revised (2014 Priority and Focus School Quality Review Report).

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders will use the ADVANCE observational system to help teachers set and track goals for individual students, classes, and for their own pedagogy. By March 2016, administrators will conduct frequent meetings with teachers to track goals and determine next steps using student data in order to decrease the amount of level 1 students in math by at least 5% school wide, and increase the amount of level 3 students in Math by at least 5%; and decrease level 1 students in ELA by at least 5%, and increase level 3 students in ELA by at least 5% by April 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>PD in Advance for administrators with NYCDOE instructional coach</p> <p>PD on Advance system (for teachers)</p> <p>PD on CCSS with Creative School Services Consultants</p>	<p>Administration</p> <p>PK-8 teachers</p> <p>PK-8 teachers</p>	<p>11/15-6/16</p> <p>9/15-6/16</p> <p>1/16-6/16</p>	<p>Implementation/Oversight: Administration</p> <p>Implementation/Oversight: Administration</p> <p>Implementation/Oversight: Administration</p>
<p>Examination of needs and progress of students in subgroups is targeted part of the post observation feedback discussion</p>	<p>PK-8 teachers</p>	<p>9/15-6/16</p>	<p>Implementation/Oversight: Administration</p>
<p>Professional Development workshops with teachers and parents on Danielson Framework will develop a</p>	<p>parents of Pk-8 students</p>	<p>1/16-6/16</p>	<p>Implementation/Oversight: Administration</p>

common language and set of expectations with all stakeholders in the school community.			
Providing thorough PD and materials for teachers balances expectations with support. We work together to identify target areas for additional PD through interclass visitations and professional discourse.	PK-8 teachers	9/15-6/16	Implementation/Oversight: Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
External consultants facilitating PD; Internal staff facilitating; PD Teacher per session, supplies/ materials to support collaboration											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Rally Mock ELA and Math Exams (Pre exam): January 2016. We expect to decrease the amount of level 1 students in math by at least 5% school wide (the lowest third); and decrease level 1 students in ELA by at least 3% (the lowest third). If feedback is actionable and teachers are implementing it, we expect to see students in the lowest third increase their performance by January 2016.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Strengths: According to the 2013-2014 School Survey, 94% of parents agreed or strongly agreed that PS 308 keeps them informed about what their child is learning. 96 % of parents agreed or strongly agreed that PS 308 keeps them informed about services for them or their child, such as tutoring, after-school programs, or workshops at school. and makes them feel welcome. 95% of parents agreed or strongly agreed that PS 308 keeps them informed about their child’s academic progress.</p> <p>Priority Needs: 6.4. We need to expand the partnerships with community-based organizations to increase the supports provided to students academically, socially, and emotionally according to a unified focus by which all partners, staff, parents and students can be identified as fundamental members of this school community (Priority and Focus Quality Review 2014). Also, according to the School Survey 2014, only 17% of parents report that they have been invited to an event at the school more than 5 times per year.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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.</p>

Using an attendance monitoring signature method to track attendance, at least 30% of parents will participate in **monthly** activities that foster partnerships with the school to promote student learning, provide information and resources regarding student academic and emotional health, in order to increase the percentage of parents that report that they have been invited to an event at their child’s school (including workshops, classes, performances, trips, and volunteer opportunities) more than 5 times per year by 20% on the 2015 School Survey Report in May 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<ul style="list-style-type: none"> • We offer a variety of workshops during parent empowerment Tuesdays, including homework routines, 	<p>All parents</p>	<p>9/15-6/16</p>	<p>Teachers, Parent Coordinator, Administration</p>

<p>incentive systems, healthy parents/healthy children, the Danielson Framework/what good instruction should look like, and preparing for the ELA assessment. Workshops take place twice per month.</p> <ul style="list-style-type: none"> We use an automated telephone system to efficiently notify parents of activities, meetings, or changes in the school day. We celebrate the innovation and success of parents in the community by featuring a parent of the month. Our Family workers arrange specialized trips and celebrations for students and families with excellence in attendance. The PTA is working to implement GED and computer training courses for families in our community. Classroom mothers volunteer to work with teachers and students to host special celebrations. <p>We partner with the Learning Leaders program, which trains volunteers to provide individualized instructional support and other school-based support,</p>	All parents	9/15-6/16	Parent Coordinator, Administration
	All parents	9/15-6/16	* Parent Coordinator, PTA, Administration
	Families of students with excellence in attendance	9/15-6/16	Parent Coordinator, PTA, Administration
	All families and community volunteers	9/15-6/16	Parent Coordinator, PTA, Administration
	All parents/Guardians	9/15-6/16	* Parent Coordinator, PTA, Administration
	All Parents/Guardians	9/15-6/16	Parent Coordinator, PTA, Administration
		9/15-6/16	

and by empowers parents to foster their children’s educational development.			
<ul style="list-style-type: none"> Our SIT team works with teachers and families of high risk students to develop specialized behavior and academic plans tailored to meet students’ needs. Teachers will receive Universal Design Learning PD to ensure they are meeting the needs of all students. 	<p>Families of students with special needs</p> <p>All Teachers/Paraprofessionals</p>	<p>9/15-6/16</p> <p>9/15-6/16</p>	<p>SIT team, Parents, Administration</p> <p>Teachers, Administration</p>
<ul style="list-style-type: none"> We invite parents to evening events and activities including holiday and cultural celebrations. Events include dinner and student musical and dance performances. Parents and teachers have the opportunity to celebrate students in a non-threatening environment, which builds trust and strengthens relationships. 	All parents	9/15-6/16	Teachers, Parents Administration, School Staff
-	-	-	-

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will effectively use our Parent Coordinator and PTA to reach out to parents and CBO’s. We will continue to partner with Councilman Cornegy, the Lion’s Club, the Brownstoners, and other CBO’s to better serve our school community. We will continue to use members of our Inquiry Team to focus on parent and community involvement.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	P/F Set-aside		21 st Century		C4E

	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

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

We will conduct a parent satisfaction survey similar to the School Survey in January 2016 to determine how satisfied parents are with the school’s parent engagement and instruction. Our goal is to have 20% of parents report that they have been invited to events at the school more than 5 times so far this year.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ISA 2014 ELA Exam, Rally Rehearsal Item Skills Analysis	Intensive Skills based Reading and Writing	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
Mathematics	ISA 2014 Math Exam, Rally Rehearsal Item Skills Analysis	Intensive skills based remediation	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
Science	Formative and Summative Assessments (Level 1-2)	Intensive skills based remediation	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
Social Studies	Formative and Summative Assessments (Level 1-2)	Intensive skills based remediation	Small group	3 days/ week after school (6 hours total), Saturdays 4 hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SIT team recommendation	Counseling	Small group or one on one	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Teachers are allotted 60 minutes weekly to plan in content areas. During these sessions, teachers create unit plans, plan cohesive lessons, share best teaching practices, research and share resources, analyze data, create short term goals using current data, discuss student progress and receive professional development. • Teachers meet weekly to discuss grade wide concerns, including academic, attendance, and behavioral concerns. Teachers create action plans to solve problems on a grade wide, as well as individual student basis. • Teachers are provided with immediate, constructive feedback using the Danielson framework, after both formal and informal observations, with the intention to build upon areas of strength and improve areas of weakness. • Teachers are interviewed by a team of administrators and teachers to ensure a positive cultural fit. • Teachers with proven track records as indicated by ratings, and student progress are recruited.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Teachers are given multiple professional development opportunities through both private consultants visiting the school, and programs outside of the building. Teachers are also given access to attend high quality Common Core professional development weekend sessions through Creative School Services, as well as access to PD 360 for self selected Professional Development. • Additionally, PS/IS 308 follows the Ed Camp theory of staff development. We are developing an in house Teacher Training Institute, whereby teams of teachers collaborate around a common pedagogical strength or interest, attend outside workshops and then turnkey information to the staff. These teacher team members act as resources for the entire staff and participate in instructional walks.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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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/information, early intervention services, etc.).

The pre-K teachers work closely with the kindergarten teachers to align curriculum to create a smooth transition into elementary school for children. Pre-Kindergarten teachers have skill and experience teaching grades K-1, which contributes to overarching connectivity across PK-1 grade bands. Pre-K, kindergarten, and Grade 1 students participate in field trips together, giving students and parents an opportunity to build relationships with current and future teachers and parents in the community. Beginning in the spring, Pre-K students and parents visit Kindergarten classrooms to meet new teachers and get exposed to the expectations of Elementary school.

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.

Teachers work in teams to create performance tasks as well as formative assessments across a grade. Additionally, teachers were trained in the Rally! assessment system and received professional development in how to use data to group students and target specific skill deficiencies. Teachers have also received training in administering and interpreting data from EdPerformance, as well as how to use available online resources to support students’ targeted needs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	\$408,419	x	5A
Title I School Improvement 1003(a)	Federal	\$0	x	N/A
Title I Priority and Focus School Improvement Funds	Federal	104,433	x	5A, 5B, 5C,5D & 5E
Title II, Part A	Federal	\$98,659	x	5A, 5B,
Title III, Part A	Federal	\$0	x	N/A
Title III, Immigrant	Federal	\$0	x	N/A
Tax Levy (FSF)	Local	\$2,892,224	x	5A, 5B,5C,5D & 5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school's Title I Parent Advisory Council (PAC) 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.

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

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

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

Parent Involvement Policy (PIP) 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. **PS/MS 308**, 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. **PS/MS 308** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

PS/MS 308, 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.

1. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

2. 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 promptly 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;

3. 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.