

Cornell Intermediate School

1600 Cornell Street
McKeesport, PA 15132



Title I Parent Involvement Policy 2009-2010

The Cornell Intermediate School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this policy outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

Cornell Intermediate School Responsibilities

The Cornell Intermediate School will:

1. *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.*
 - *Establish baseline data and on-going assessment based on a specific evaluation schedule:*
 - *4 Sight testing in Reading and Math – Diagnostic/Progress Monitoring-3 times a year*
 - *PSSA Testing in Reading, Math, Writing, and Science*
 - *Test data is used to chart progress and drive instruction*
 - *Teachers will incorporate technology to help students master reading and math skills and strategies using computer software and web-based materials*
 - *Title I Reading and Math Coach support classroom instruction through professional development workshops, modeling of lessons using research based strategies, and collecting and organizing test data to drive instruction*
 - *Ten (10) tutors will push in and pull students out of the classrooms to support, remediate, and accelerate students in reading and math*
 - *Scientifically researched reading series, Harcourt StoryTown, which includes leveled readers, intervention materials, and challenge materials*
 - *Uninterrupted 120 minute block of time for reading and writing*
 - *Scientifically researched based Saxon Math program*
 - *Minimum of 60 minutes devoted to Math daily*
 - *PSSA Coach workbooks and Released Items supplement Reading, Math, Writing, and Science programs*
 - *Monies designated in 2010 for an updated SuccessMaker software package for 3 computer labs to be used by each grade level*
 - *Bi-monthly Reading and Math Grade level meetings*
 - *After-school tutoring program(s) in Reading and Math, 4 days per week for one hour*
 - *Reading and Math standards are posted in each classroom for student use*
 - *Selected teachers will attend professional development workshops and use the Train the Trainer model to present the information to the staff*
 - *Title I Reading and Math Coach will offer parent workshops*
2. *Hold parent-teacher conferences annually during which the jointly developed compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:*
 - *During the month of November, Parent day's hours are from 12:00 p.m. until 7:30 p.m.*
 - *Other times can be individually arranged*
3. *Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:*
 - *The district will provide Report Cards every nine weeks*
 - *The district will provide Progress Reports every 4 1/2 weeks*
 - *Informal progress will be reported as necessary*

4. *Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:*
 - *All staff members are available from 7:50 a.m. until 8:30 a.m.*
 - *Staff can be made available any time from 7:50 a.m. until 3:20 p.m. with prior notice*
 - *All staff have phones in their classrooms and parents may leave messages whenever necessary*
5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*
 - *All parents are welcome in the school at all times*
 - *Individual classrooms host parent involvement activities throughout the year*
 - *Cornell will involve parents in classroom and school projects, field trips, and parent workshops*
6. *Involve parents in the planning, review, and improvement of the school's parental involvement policy and parent compact in an organized, ongoing, and timely way.*
7. *Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.*
8. *Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*
9. *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.*
10. *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
11. *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
12. *Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.*
13. *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*
14. *Involve parents in decisions about how the reserved parent involvement funds will be spent.*

The Cornell Intermediate School's Parent Involvement Policy was developed by a committee of parents and staff in the fall of 2005 and sent home to each family at that time. It was revised in the fall of 2007 and the fall of 2009. It is aligned with Cornell's Getting Results plan. It is sent home annually during Parent Conferences, and was sent home in December of 2009. It also appears on Cornell Intermediate School's web page.