



**CURRICULUM OVERVIEW**

Provide simple descriptive list of the instructional programs your school offers by grade level. Include intervention programs and other academic programs in this section.

Program	Grade Level
Understanding by Design Literacy Units	PreK-3
Lucy Calkin’s Writer’s Workshop	K-3
American Reading Company’s 100 Book Challenge	K-2
Origo 2.0	PreK-3
Dr. John Tapper’s Math Menu	PreK-3
TCI Science is Alive	3
TCI Social Studies Alive	2-3
Kindervention	K
Wilson Foundations (Tier 1 and Intervention)	K-1
Treasures Triumphs	1-3
Read Naturally Live	1-3
iReady Teacher Toolbox	1-3
Fountas and Pinnell Leveled Literacy Intervention	1-3
SEFEL	PreK
Social Emotional Wellness: P.O.P. Curriculum	K-3
Raising a Reader	PreK
PARCC Instructional Tasks	K-3
Centerpoint UBD units	3

**EXTENDED LEARNING OPPORTUNITIES**

Provide a description of the opportunities for teachers, students, parents, and community partners to engage in or provide extended learning opportunities (PD, workshops, after school programs, etc.). Provide a simple description of

the frequency, duration, and primary use of collaborative time. List teachers that meet together by type, during collaborative time (i.e., grade level teams, departments, etc.).

Program/ Activity	Audience	Purpose	Duration	Frequency
Professional Learning Communities (Literacy & Math)	grade level teams, principal, instructional coaches, reading resource teacher, and CRT	Discuss content area curriculum, expectations and share best instructional practices. Programs such as Origo 2.0, 100 Book, and Writer’s Workshop are discussed.	30 minutes Literacy; 30 minutes Math per week	Bi-monthly
Instructional Leadership Team	Leadership team, instructional math coach, lead teacher from each grade level, Special Education, and Specials,	Share administrative, and school-wide initiatives, upcoming events and data. Discuss individual or grade level student achievements/concerns. Brainstorm best practices and solutions.	30 minutes per week; Fridays 2:00-2:30	each week
Project Team Meetings (Literacy, Math, Parent Engagement, Culture and Climate, Attendance, Safety, Health and Wellness)	Each project team is led by a leadership team member, other members to include a rep from each grade level	Compose project goals and action steps for pieces of School Improvement Plan.	1 hour per month, afterschool	each month
Common Team Planning	grade level teachers	Short and long term plans are collaboratively created by grade level teams.	at least 1 hour per week	every week

Faculty Meeting PD	teachers and staff	Title 1 PD is presented by Title 1 Specialist, and teacher leaders. Administrative matters may also be discussed.	1 hour per month, afterschool	each month
Book Study, SEW, & Administration Meetings	grade level teams, guidance, principal	Principal shares administrative matters, Guidance Counselor shares SEW initiatives, teachers may bring up behavior/ wellness concerns about students, in addition, Also, teachers and EAs will participate in a book study and discuss their reactions and impressions about the book <u>FISH</u> , that focuses on organizational leadership that boosts morale and encourages collaboration.	30 minutes per week	each week
Judy Center	families of children age birth to 3	Provides resources and supports to families within our community with pre-school aged children who do not attend our school, yet, ages birth to 3. Family fun nights are also offered.	ongoing	year round
Haven House Afterschool Program	Pre-K and K students	After school care and academic support for participating students. Dinner is served to students who participate.	2 hours per day	school days September-June
C.A.R.E. Afterschool Academy	1-3 students	After school care and academic support for participating students.	2 hours per day	school days September-June

		Dinner is served to students who participate.		
Parent Teacher Association	parents, students, teachers	Coordinates fundraising opportunities for the school, provides financial support for the MD Artist in Residence grant, supports materials of instruction, and organizes at least 4 family fun nights per year.	Varies	each month
SIAC	teachers, parents, administration	Provides an opportunity for stakeholders to have a voice in the school improvement process.	1 hour	5 times per year
Title 1 Advisory Committee	teachers, Title 1 specialist, parents, administration	Provides an opportunity for stakeholders to have a voice in the Title 1 Parent Involvement events and budget.	half-day meeting	Twice per year
Raising a Reader	PreK students and parents	A revolving take-home library of children's books to promote literacy in the homes of Pre-K students. Book bags go home once a week, and then are returned after which another book bag of books is given to the student.	daily	ongoing September-June
American Reading Company PD with coach	Kindergarten teachers, Reading Resource Coach, Instructional Literacy Coach, principal	Teachers, etc. collaboratively work with coach to ensure the implementation of the 100 Book Challenge and to learn best practices in early literacy.	½ day	3 times per year
Wilson Foundations	teachers in grades K & 1, SPED	Teachers, coaches, etc. experience best instructional practices around	Full Day	ongoing

	teachers, Reading Resource teacher, Instructional Literacy Coach	Wilson Foundations through ongoing PD.		
Title 1 Parent Engagement Events	Admin, parents, students, teachers	Parents experience learning opportunities alongside of their children. The events provide a chance for parents to better understand the curricular expectations of school and district.	1-2 hours	15 sessions throughout the school year

FOCUS AREA

SUBJECT/FOCUS AREA: *Literacy*

GRADE LEVEL: *PreK-3*

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #1: Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]**

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

*Snow Hill Elementary School students will able to independently comprehend grade level texts and tasks as well as to read and respond in writing to complex, authentic text in order to meet or exceed expectations in ELA on the PARCC assessment.*

**STUDENT NEED:**

Students need focused instruction in order to enhance reading comprehension of informational texts and grade level literature. PARCC data shows that 40.6% of students are scoring at a 4 or 5 on the test. Additionally, according to PARCC data, students specifically struggle in the following areas:

- Vocabulary

- Figurative language
- How words, sentences, and paragraphs logically connect in literary texts
- Main idea/details in informational texts
- And fluent reading on grade level

It is also evident that written composition of literary analysis tasks and research simulation tasks pose a challenge for students.

**STRATEGIES:**

A sequential approach to teaching the MDCCRS will be the basis of all RELA instruction. An intentional focus on sequenced and standard-based instruction coupled with a focused look at the MDCCR writing standards, and the PARCC evidence tables of writing standards will help to guide writing instruction in response to text. Our instructional literacy coach, writing coach, and reading research teacher, will support and work with teachers through weekly PLC meetings. During these meetings, these instructional leaders will collaborate with teachers to discuss best practices and analyze data from formal and informal assessments in order to determine how instructional needs, strategies, and resources can provide opportunities for academic success for all students. Third grade students will receive core reading instruction through the UBD units from Centerpoint. In addition, research based curriculum such as the Lucy Calkins Writer’s Workshop for grades K-3, 100 Book Challenge for grades K-2, Wilson Foundations for K-1, and Raising a Reader in PreK-3 and PreK-4 have been, or are continuing to be, implemented.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Success will be measured through

Success will be measured through ongoing analysis of data from School Pace and quarterly diagnostics on fluency and accuracy. In addition, learning walks and fidelity checks will occur in all classrooms. Bi-monthly literacy PLCs will allow for opportunities to review student academic achievement and use data, assessments, rubrics, etc. to drive future instruction. Furthermore, on-demand writings will be given prior to and at the conclusion of all writing units, and iReady Reading Diagnostics will be administered in the Fall, Winter, and Spring in grades 1-3.



**FOCUS AREA**

**SUBJECT/FOCUS AREA:** *Mathematics* **GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #1: Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]**

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

*All Snow Hill Elementary students will have 100% proficiency on all High Leverage Assessments (HLA), and will have increased achievement on PARCC.*

**STUDENT NEED:**

Snow Hill Elementary School students struggle with high levels of mathematical achievement. PARCC data shows that 48% of students are scoring at level 4 or 5. According to iReady diagnostic data, 18% of students grade 1-3 are reading on or above grade level.

PARCC data shows that a specific area of focus needs to be building student’s conceptual skills with fluency. Students need to be provided with opportunities to learn research based and highly effective methods for recalling math facts readily in order to use efficient methods when determining a solution.

**STRATEGIES:**

During this school year, students will experience rigor, fluency and coherence through mathematics instruction including Origo 2.0, Number/Math talks, Menu Math, and High Leverage Concepts. HLCs will be compared to iReady data to show the correlations with PARCC. Our instructional math coach will continue to support and work with teachers through bi-monthly PLC meetings. During these meetings, the coach and teachers will work together to analyze/discuss formative assessments to determine how instructional needs can be differentiated to provide academic success for all students. The ultimate goal is to provide powerful learning experiences to engage all students in conceptual understanding of math skills.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

High Leverage Concepts will be given three times a year in the fall, winter and spring, with the goal of 100% proficiency by year's end. Additionally, Post Module Assessments from Origo 2.0 are gathered and analyzed. Additionally, iReady Math Diagnostics will be administered in the Fall, Winter, and Spring, in grades 1-3. Math learning walks and fidelity checklists will occur in every classroom throughout the year.

**Location in SIP - Math Project Charter: Action Steps #1, 2, 3, 7, 8, 12**

FOCUS AREA

SUBJECT/FOCUS AREA: *Culture and Climate* GRADE LEVEL: PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

Component #2: Schoolwide Reform Strategies that address school needs including a description of how strategies will:

- a. Use methods and instructional counseling, programs, behavioral models, professional developments, and transition strategies

GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

*Our goal is to use direct instruction to provide Social and Emotional Wellness supports for all students and staff members, through school-wide efforts that focus on Social Emotional Competencies in effort to ensure every member of our school community is functioning at his/her fullest potential.*

STUDENT NEED:

Students' success within the classroom relies on the ability to be ready to learn without the interference of social and/or emotional stressors. A school-wide emphasis using direct instruction around Social and Emotional Wellness is needed, so that students can learn to problem solve, communicate their feelings and emotions, and develop strategies for responding appropriately. Additionally, in order for teachers to create and sustain learning environments founded upon Social Emotional Competencies, there is a need for Professional Development that focuses on behavioral concerns and research based strategies to implement with Tier 2 students.

**STRATEGIES:**

The schoolwide implementation of morning meeting POP (Pause, Own it, and Practice) lessons with morning meanings will continue through the 2018-2019 school year. The curriculum incorporates a variety of picture books paired with meaningful discussion which center around the themes of Social and Emotional Wellness. Pre-Kindergarten students will use the SEFEL program. Staff members and students will be surveyed in order to assess feelings and gather data for planning future POP topics, to identify and create strategies and/or behavioral plans for Tier 2 and Tier 3 students, and to initiate counseling opportunities as needed. In addition, teachers will participate in ongoing Professional Development throughout the school year.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Success will be measured by the collection of data during morning meeting check-ins and teacher and student/staff surveys. The Culture and Climate Team meets monthly to discuss data and feedback. Additionally, students of concern either academically or socially/emotionally are brought up during weekly Instructional Leadership Team. In order to better provide the supports needed for these students, the Leadership Team is participating in a book study around the book Help for Billy by Heather T. Forbes about trauma and how it impacts children in their formative years. The Instructional Leadership Team is also participating in a book study around the novel The Book of Mistakes by Skip Prichard, and the entire faculty will be participating in a book study around the novel FISH by Stephen C. Lundin, Harry Paul, and John Christensen.

The success of the PLC sessions will be determined by the participation of teachers and their use of formative and summative data to guide instruction and lesson planning. Each Professional Development session will conclude with an evaluation. The data collected from the evaluations will measure the success of the PD and also determine our next steps. Evaluation summaries will be shared with the presenters of each PD, and follow up work will occur during weekly team and PLC meetings.

Location in SIP - Culture and Climate Project Charter: Action Steps # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

**\*\*See attached Title 1 Professional Development Calendar for Teachers & Paraprofessionals.**

### FOCUS AREA

**SUBJECT/FOCUS AREA:** Family and Parent Engagement **GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #3A: Parent, Family, and Stakeholder Involvement developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)**

**#3B: Strategies to Increase Parent and Family Engagement (Section 1116)**

**GOAL(S):** (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

*Our goal is to improve home/school communication and implement an effective Parent Engagement Plan for the 2018-2019 school year, which builds parent understanding and participation in the areas of Reading, Writing, Math, and school readiness.*

**STUDENT NEED:**

Student achievement increases when parents participate in their child’s education, but mere participation isn’t enough. Parents must understand the demands of the curriculum to fully support their children in the education process.

**STRATEGIES:**

In order to improve home/school communication, we will create a Parent Portal as a link to our website to provide details about curriculum, resources, and upcoming events. We will also use Class DoJo, Eagle Express, the Title 1 bulletin board, and the Agenda Connection to communicate weekly with families. During the school year, 15 Parent Engagement events are planned, so that parents, and family members can participate in their child’s education. The focus of the PE events is determined by the data collected during the previous school year. The events revolve around Reading, Writing, Math, Science, and school readiness. The Parent Engagement events often include opportunities for families to share a meal and receive materials that can support at-home instruction, such as books & math manipulatives.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)  
Analysis of a beginning of the year/end of the year parent survey will provide insight into parent/family perception of home/school communication as well as valuable information to help plan more effective Parent Engagement events. Success will also be measured through the participation numbers at each event, and by reviewing the evaluations completed by parents and family members at the conclusion of each Parent Engagement event. The expected outcome is that every child will have a parent or family member participate in at least one Parent Engagement event during the 2018-2019 school year. This data will be collected on a spreadsheet, and will be maintained by the Parent Engagement team, as well as the Title 1 Specialist. Progress points will occur after every Parent Conference night in October, January and March.

**Location in SIP - Parent Engagement Project Charter: Action Steps #1-32**

FOCUS AREA

**SUBJECT/FOCUS AREA:** *Attendance* **GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #1: Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]**

**Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.**

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

*Snow Hill Elementary School student's attendance rate for the 2018-2019 school year will be 94% or higher.*

**STUDENT NEED:**

*Research shows that attending school regularly is critical to student's education and social skills development.*

**STRATEGIES:**

Information regarding the importance of regular school attendance will be communicated to families, parents, and stakeholders in numerous ways including: The Worcester County Attendance Policy will be discussed at the Back to School Bash, attendance facts will be discussed at parent meetings, displayed through the Parent Portal, and displayed on a school bulletin board. Attendance data will be analyzed and discussed at weekly Leadership Team meetings, with grade level team meetings, and at Instructional Leadership Team meetings in effort to support a school-wide approach. Teachers will contact parents via DoJo to discuss attendance concerns with families. Weekly Attendance charts will be completed, noting when students are absent. Parents will be contacted when a certain number of days have been reached, and letters will be mailed home when students miss 4, 6, 11, and 14 days. Parents/guardians of students missing 14 days will be referred to Worcester County Students Services. Students with perfect monthly attendance will be recognized in a variety of ways, through Class DoJo, extra recess, and bulletin board recognition. Students with perfect quarterly attendance will be celebrated with a luncheon with their parents/guardians, and students with perfect attendance for the year will receive a free pass to Maui Jack's Water Park for the student and one family member.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Success will be measured weekly through leadership meeting analysis of student attendance through PowerSchool in addition to monthly data collection and celebration of students achieving perfect attendance; quarterly through analysis of data and celebration of students with perfect quarterly attendance; and at the end of the year through data analysis and celebration of students with perfect attendance for the entire 2018-2019 school year.

**Location in SIP - Attendance Project Charter Steps #1-17**



FOCUS AREA

SUBJECT/FOCUS AREA: *Health and Wellness*

**GRADE LEVEL: PreK-3**

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. (ONE subject area per page.)

**Component #2: Schoolwide Reform Strategies that address school needs including a description of how strategies will:**

- a. Use methods and instructional counseling, programs, behavioral models, professional developments, and transition strategies**

**GOAL(S):** (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)

*The goal is to strengthen and coordinate the components of school health for all students and staff to create a total school environment that promotes student health and supports academic achievement through effective partnerships among families, schools, and communities.*

**STUDENT NEED:**

There are important connections between health and learning. Research shows that health-related barriers limit students' ability and motivation to learn, and that improving access to healthy foods and physical activities in particular can positively influence the health of students and improve academic achievement.

**STRATEGIES:**

The SHES Health and Wellness committee will meet monthly to plan and review activities that promote physical activity, health, and social emotional wellness for students and faculty/staff. The number of opportunities for students to gain knowledge and availability of various healthy food choices will be increased through the Health Education curriculum, health literacy in the classrooms, information sent home through flyers and on social media, and other focuses on making healthier choices when it comes to food consumption. Opportunities for Physical Activity will be increased throughout the school day through the Physical Education curriculum and other opportunities for students to be active. In addition, there will be an increased effort to involve staff and community member involvement in physical activities and health services.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Health education will be increased through a number of venues, such as providing healthy options at Title 1 Events, Edible alphabet, Eagle Sprouts Garden Club, Red Ribbon Week, Dental month, and information on alternative meals provided for staff and students. Opportunities for students to participate in physical activities throughout the school day include recess, Brain Breaks, Field Day/Water Day, quarterly sports assemblies, ACES, Fun and Fitness Day, and the Afterschool Physical Activity Club for second and third grade students. Staff and Community members will be encouraged to attend events that promote physical activities and health services such as the Claude Hall 5k, PTA dance, Community Garden, Health information during the Big Bash, flyers, and social media.

Location in SIP - Health and Wellness Project Charter Steps #1-9

**FOCUS AREA**

**SUBJECT/FOCUS AREA:** *Safety*

**GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. **(ONE subject area per page.)**

**Component #2: Schoolwide Reform Strategies that address school needs including a description of how strategies will:**

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111 [c] [2] to meet the challenging State academic standards; (1114(b)(7)(A)(i).
- b. Use methods and instructional schoolwide tiered model to prevent and address behavior; professional development and other activities for teachers



**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

*The goal is to review school safety procedures, ensure that the current Safety Plan is updated, and communicate safety procedures and activities to students, teachers, parents, and the community.*

**STUDENT NEED:**

Student safety is first and foremost of importance to SHES. It is imperative to help families and communities better understand the increased need for safety measures, to help teachers better understand their roles, responsibilities, and proper protocol in the event of an emergency, and to educate students of proper protocol designed for their safety.

**STRATEGIES:**

The 2018-2019 Emergency Plan will be completed, reviewed by the Chief Safety Officer and communicated to all faculty and staff. Students and staff will participate in monthly lessons around school safety based on topics from morning meeting. Monthly discussions will occur with grade level and specials teams to discuss behaviors, strategies for behaviors, and mental health. In addition, the implementation of all safety drills will occur with opportunity for feedback from participants, and a lockdown drill with law enforcement on sight will occur.

**MILESTONE:** (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)

Students will be educated on the importance of school safety through literature, discussion, safety drills, and a lockdown drill. Teachers will be provided with the Emergency Plan and important tools for proper implementation of safety drills/potential emergency situations such as walkie-talkies and student information. Parents and community members will be informed of safety goals and practices through multiple communication venues such as information being shared at Big Bash, the Parent Portal, and Eagle Express.

**Location in SIP - Safety Project Charter Steps #1-7**

**FOCUS AREA**

**SUBJECT/FOCUS AREA:** *Coordination and Integration of Federal, State, and local services and programs*

**GRADE LEVEL:** PreK-3

Using your data, summarize areas of strength and identify concerns that will serve as the focus for expenditure of Title I funds. Complete the information below. **(ONE subject area per page.)**

**Component #4: Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 111(d).1114(b)(5)**

**GOAL(S): (Identify areas in need of improvement based on student need (using baseline data from the comprehensive needs assessment section)**

*Snow Hill Elementary School will create and continue partnerships with outside agencies to better serve the needs of students and communities.*

**STUDENT NEED:**

*Involving outside agencies in our school-wide program is beneficial to student achievement and building school communities.*

**STRATEGIES:**

Partners of Snow Hill Elementary include: Haven House After School Academy, CARE Academy, Judy Center, Community Foundation of the Eastern Shore, Worcester County Garden Club, Maryland Artist in Residence, Maryland Food Bank, Berlin Optimist Club, Elks Lodge, Lions Club of Snow Hill, Worcester County Health Department, Dollar General, Care First, Pepsi of Salisbury, Snow Hill Auto Body, Snow Hill Fire Company, Snow Hill Library, Worcester County Rec Center, Captains Cove, Utz, Boy Scouts, Girl Scouts, Julia Purnell Museum, MD 4-H, Netstream Technologies, Scott Baker Landscaping, and Baxter Enterprises of the Snow Hill McDonald's. The purpose of these relationships is to create a strong network of support for all SHES stakeholders: students, parents, family members, faculty and staff, and community organizations.

**MILESTONE: (How will you measure success? Expected outcome? With at least, 3-4 progress points along the way.)**

Success will be measured by increasing the number of collaboration opportunities with Federal, State and local agencies, as compared to the 2016-2017 school year. Additionally, the attendance rates of the events, and collaboration opportunities will be used to measure the success of the coordination efforts. Some events will be evaluated using a formal evaluation, on paper or online.

Location in SIP - Parent Engagement Project Charter: Community Partnerships