



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ROCKAWAY COLLEGIATE HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q351

PRINCIPAL: ROBERT YOUNG JR. **EMAIL:** RYOUNG8@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Robert Young Jr.	*Principal or Designee	<i>Signed Copy on File</i>
Racquel Lamarre	*UFT Chapter Leader or Designee	<i>Signed Copy on File</i>
Brenda Hopkins	*PA/PTA President or Designated Co-President	<i>Signed Copy on File</i>
	DC 37 Representative, if applicable	
Brandon Williams Abigail Frederick	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	<i>Signed Copy on File</i> <i>Signed Copy on File</i>
	CBO Representative, if applicable	
Raymond Ayala	Member/Parent	<i>Signed Copy on File</i>
Sharon Green-Jeffers	Member/Parent	<i>Signed Copy on File</i>
Shanterri Hood	Member/Parent	<i>Signed Copy on File</i>
Katrina Brave	Member/Teacher	<i>Signed Copy on File</i>
Mayleen Dyer	Member/Teacher	<i>Signed Copy on File</i>
Robert Messineo	Member/Teacher	<i>Signed Copy on File</i>
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, Principal will conduct 8 informal/formal observations for each teacher using selected components (namely student engagement and teacher professional growth) of a research-based rubric to provide meaningful feedback.

Comprehensive needs assessment

- Research has established the frequency of teacher observations directly effects student achievement
- Given the predominance of low skill students in our entering cohort it is through good instruction that these students will achieve state standards
- Using a research based-rubric provides a clear unified vision for instruction at Rockaway Collegiate

Instructional strategies/activities

- PD on research based Framework for Teaching prior to the beginning of the school year for teachers
- Under the leadership of the Principal and ISA coach in September-October PD, teachers self assess and create two goals on selected components of a research-based rubric.
- Professional development committee (which consists of the Principal, ISA coach and 1 teacher) develops and implements a coherent PD plan for teachers that integrates the selected components of a research-based rubric by January 2012
- School leader sets up and follows a schedule for teacher observations and feedback using a research-based rubric ongoing throughout the year
- School leader provides each teacher with a mid-year report that outlines the areas of focus, course pass rates, observations complete, professional contributions, overall commendations, overall recommendations, and Next steps by January, 2012.

Strategies to increase parental involvement

- Inform parents in a Principal's mailing in December of school-wide focus on student engagement
- Review mailing in a PTA meeting and P/T conferences in spring
- Engage parents in conversation about different cultural interpretations of engagement behavior in a classroom

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal recruits widely among experienced and highly qualified teachers to help him start the new school
- Weekly schedule allows for at least one PD session per week to ensure that staff becomes well versed in research-based rubric
-

Service and program coordination

N/A

Budget and resources alignment

- **Title 1 ARRA SIG Cohort 2 Year 1:** To partner with the Institute for Student Achievement to support this work.
- **TL Children First Network Support HS:** Network PD for Principal and PD committee members
- **TL Fair Student Funding HS; Title 1 Targeted Assistance:** To be used for per session for PD Committee
- **TL Fair Student Funding HS:** Time allocated for post-observation conferences

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

By June 2012, 80% of students (not including LTAs) will perform at a developing or proficient level of using common core aligned units of study that teachers will develop in math and English.

Comprehensive needs assessment

- 54% of entering students performed at levels 1 or 2 on their 8th grade Math
- 65% of entering students performed at levels 1 or 2 on their 8th grade ELA
- Research shows that students who are able to use evidence to support arguments gain a higher level of college and career readiness, a measure of growing importance in the DOE progress report

Instructional strategies/activities

- PD on CCSS with all teachers
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments.
- Teachers meet weekly to assess student work and plan lessons that demand evidence to support a claim.
- Teachers meet bi-weekly to develop a rubric to assess the use of evidence to support a claim.
- ISA PD on performance tasks see document

Strategies to increase parental involvement

- Inform parents in a Principal's mailing throughout the year of school-wide focus on evidence to support arguments
- Review mailings at PA, SLT meetings and P/T conferences in spring
- Engage parents in conversation Common Core State Standards
- Create and launch school web-site

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal recruits widely among experienced and highly qualified teachers to help him start the new school
- Weekly schedule allows for at least one PD session per week to ensure that staff becomes well versed in research-based rubric
- Teachers attend professional development workshops and retreats to continue developing their craft.

Service and program coordination

N/A

Budget and resources alignment

- **ARRA RTTT data specialist:** to fund our data specialist
- **Title 1 ARRA SIG Cohort 2 Year 1:** To partner with the Institute for Student Achievement to support this work.
- **TL Children First Network Support HS:** Network PD for Principal and PD committee members
- **TL Fair Student Funding HS; Title 1 Targeted Assistance:** To be used for per session for PD Committee
- **TL Fair Student Funding HS:** Time allocated for post-observation conferences

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By 2012, 100% of RCHS staff will actively participate in a grade level professional learning community as measured by a minimum of 20 inter-visitations and 10 peer feedback sessions.

Comprehensive needs assessment

- Research shows that professional learning communities where teachers and administrators share their learning, raises the level of instructional effectiveness to the benefit of student achievement.
- Research shows that the professional learning community is a powerful staff development approach and a potent strategy for school change and improvement.

Instructional strategies/activities

- Assign ISA coach to lead grade team meetings for the school year.
- Identify a co-facilitator to work with the ISA school coach on planning meetings, facilitating meetings, and monitoring the team's progress toward its goals.
- Assign teacher to lead Advisory team meetings for the school year.
- Assign teacher to lead Kid Talk meetings for the school year.
- Create a master schedule that allows for the grade team to meet together on a weekly basis for a minimum of 90 minutes, Advisory team and Kid talk meeting to meet on a weekly basis of for 45 minutes each.
- Collaborate with all teams to establish a case conferencing protocol for supporting individual students who are struggling.
- Design and implement protocols for sharing and fine-tuning curriculum, including evaluations of student work products, to support development of college-preparatory curriculum.

Strategies to increase parental involvement

- Inform parents in a Principal's mailing throughout the year of school-wide focus on the effectiveness of the PLC
- Review mailings at PA, SLT meetings and P/T conferences in spring
- Engage parents in conversation what the PLC should look like
- Create and launch school web-site

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal recruits widely among experienced and highly qualified teachers to help him start the new school
- Weekly schedule allows for at least one PD session per week to ensure that staff becomes well versed in research-based rubric
- Teachers attend professional development workshops and retreats to continue developing their craft.

Service and program coordination

- N/A

Budget and resources alignment

- **ARRA RTTT data specialist:** to fund our data specialist
- **Title 1 ARRA SIG Cohort 2 Year 1:** To partner with the Institute for Student Achievement to support this work.
- **TL Children First Network Support HS:** Network PD for Principal and PD committee members
- **TL Fair Student Funding HS; Title 1 Targeted Assistance:** To be used for per session for PD Committee
- **TL Fair Student Funding HS:** Time allocated for post-observation conferences

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- 80% of students filling out an ISA survey, will reflect positive reactions to an effective advisory program for intensive socio-emotional and academic student engagement.

Comprehensive needs assessment

- Research states that advisory programs can play a critical role in a school's overall academic and student support services plan.
- Research states advisories are a primary vehicle for creating a more personalized learning environment where all students are well known by at least one adult.
- Research states advisory provides a structure and a set of practices for monitoring and supporting students' academic progress and college and career readiness throughout their high school career.

Instructional strategies/activities

- Gather and review existing advisory curriculum materials from multiple sources.
- Conduct advisory team meetings on a weekly basis during the school year.
- Establish shared school-wide norms for advisory classes.
- Observe advisory formally and informally to provide feedback to teachers.
- Assign new teachers in-house mentor and instructional coach for support implementing advisory.

Strategies to increase parental involvement

- Inform parents in a Principal's mailing throughout the year of school-wide focus on the effectiveness our Advisory program
- Review mailings at PA, SLT meetings and P/T conferences in spring
- Engage parents in conversation what an effective advisory program should look like
- Create and launch school web-site

Strategies for attracting Highly Qualified Teachers (HQT)

- Principal recruits widely among experienced and highly qualified teachers to help him start the new school
- Weekly schedule allows for at least one PD session per week to ensure that staff becomes well versed in research-based rubric
- Teachers attend professional development workshops and retreats to continue developing their craft.

Service and program coordination

- N/A

Budget and resources alignment

- **ARRA RTTT data specialist:** to fund our data specialist
- **Title 1 ARRA SIG Cohort 2 Year 1:** To partner with the Institute for Student Achievement to support this work.
- **TL Children First Network Support HS:** Network PD for Principal and PD committee members
- **TL Fair Student Funding HS; Title 1 Targeted Assistance:** To be used for per session for PD Committee
- **TL Fair Student Funding HS:** Time allocated for post-observation conferences

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	67	56	18				32	
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • 100 minute block of instruction in ELA • Inquiry based instruction during the school day • Differentiated instruction to support the different learners in a class • Saturday School • Small group tutoring before and after school
Mathematics	<ul style="list-style-type: none"> • 100 minute block of instruction in Math • Inquiry based instruction during the school day • Differentiated instruction to support the different learners in a class • Saturday School • Small group tutoring before and after school
Science	<ul style="list-style-type: none"> • 6 period of instruction per week in Science • Inquiry based instruction during the school day • Differentiated instruction to support the different learners in a class • Saturday School • Small group tutoring before and after school
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	

At-risk Services provided by the Social Worker	<ul style="list-style-type: none">• 17 students who require mandated counseling services meet with the social worker for individual and group counseling once per week• At risk students meet once or twice per week with social worker
At-risk Health-related Services	

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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;
- 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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