

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

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):

16K765

School Name:

NELSON MANDELA SCHOOL FOR SOCIAL JUSTICE

Principal:

TABARI Z BOMANI

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 16K765
School Type: Day High School Grades Served: 9-12
School Address: 1700 Fulton Street Brooklyn NY 11213
Phone Number: 718 804 6805 Fax: _____
School Contact Person: Tabari Z Bomani Email Address: tbomani@schools.nyc.gov
Principal: Tabari Zaid Bomani
UFT Chapter Leader: Lester Morris
Parents' Association President: Marie Douglas
SLT Chairperson: TBD
Student Representative(s): TBD

District Information

District: 16 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway Brooklyn NY 11221-4204
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: 7184554684 Fax: 7184554684

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Allan Dichter

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Mission Statement

Borne out of the NYC Young Men’s Initiative, Nelson Mandela School for Social Justice (an EPICMandela School) challenges all students to dream big and support them in designing their future. We recognize that each student is an individual, and therefore provide a series of learning experiences that equip young people to walk their unique paths. We honor and integrate the cultures of our communities to make learning relevant, responsive, and accessible, as we develop citizens with a positive sense of self, ready to stand for social justice. All graduates of Nelson Mandela School for Social Justice will be college and career ready as we provide a meaningful pathway to lifelong learning for every student. By fostering the **boldness to dream** and by developing a commitment to inner growth and outward transformation, our graduates will be ready to **design their own futures**.

As part of the EPICMandela schools (birthed out of the ESI School Design Fellowship), the Nelson Mandela School for Social Justice emphasize the following key areas.

- I. **Instruction:** *Culturally relevant and purposeful learning experiences leading to the mastery of skills*
 - **Competency-based framework** integrating academic, social-emotional, college and career-readiness learning goals.
 - **Personalized learning pathways** that challenge students while providing them with targeted support.
 - **Ongoing and varied assessments** that afford students multiple and diverse opportunities to achieve and demonstrate mastery.
 - **Integrated technology and data use** to personalize learning and facilitate access to resources.
 - **Early College and workplace learning** opportunities for students that form a “readiness bridge” into post-secondary opportunities.
 - **Youth development practices and strategies** that support students through mentoring, rites of passage and restorative justice.
- II. **Staffing:** *Culturally relevant staffing and development based on students’ real-time needs*
 - **Flexible adult roles and schedules** that accommodate students’ varying needs.
 - **Personalized professional learning** plans that support the continuous growth of our staff.
 - **Adult competencies** based on EPIC learning priorities and students’ needs which serve as bases for staff selection and professional development.
 - **Leadership pipelines** that foster professional growth, collaboration and mentorship.
 - **Holistic and purposeful evaluation** that emphasizes effective teamwork and individual growth and development.
- III. **School community/ culture:** *Culturally relevant environments that nurture growth, community and positive identity*
 - **Community-based partnerships** connecting services, supports and real-world learning opportunities.
 - **Advocacy and activism** that surface and address constraints that hinder student growth.
 - **Family engagement** that ensures real partnership and shared leadership by the community.

Support services and operations systems that remove barriers to learning for students.

Nelson Mandela School for Social Justice wasn’t initially part of the ESI School Design Fellowship’s work. In the early part of 2014, the ESI Fellows were asked to take on the responsibility of building out the model for the proposed school. NMSSJ opened September 2014.

Currently, the schools strengths fall into the following areas:

- The schools approach to culture building, discipline, and social emotional support results in an inclusive culture that is conducive to student and adult learning. Our Harambee Code of conduct, use of restorative justice and morning circles, along with the Rites of Passage and advisory systems, ensure that every student is known well by an adult and a team of adults who coordinate guidance,

academic and behavioral learning that aligns with student needs.

- The use of resources (technology, coaches, and partnerships) and other organizational decisions are aligned to support the school instructional goals as in evident student tasks/products. The recent adjustment to the overall schedule was made based on student and staff surveys in order to create greater alignment to school goals that includes time for academic support. Partners work alongside staff in developing the Rites of Passage program and advisory curriculum. Technology purchased allows for student access during instruction. The school is using resources to develop a new classroom position entitled Learning Coach creating the potential for flexible teaching structures in classrooms (parallel, stations, small group, lead/recorder) based on student needs. (1.3)

The school leaders consistently communicate high expectations to the entire staff, provide staff training and support, and are developing a system of accountability for those expectations. School leaders and staff consistently communicate expectations that are connected to path to college and career readiness. These expectations are embodied in the EPICMandela Model/framework of academic and behavioral competencies. Ongoing feedback to help families understand student progress towards those expectations is evident in the online assessment tool, regular advisory meetings/goal setting, and in restorative justice/guidance meetings. NMSSJ has establishing a community lounge for faculty and parents to in order provide access for families.

Resource/Organization List

The development of EPIC High Schools is a product of wide research and thought partnership with numerous experts and organizations across the relevant domain areas. Additionally, EPIC is forging strategic alliances with local and national organizations that will support both the implementation of these schools as well as broader advocacy around policies related to Black and Latino youth.

<p>Institutional Support</p> <ul style="list-style-type: none"> • Open Society Foundations • United Federation of Teachers • Young Men’s Initiative 	<p>Co-Designers</p> <ul style="list-style-type: none"> • Brotherhood/Sister Sol • CARA • Morningside Center for Teaching Social Responsibility • Center for Collaborative Education • NYC Writing Project • Local Schools and Teachers • Student Fellows – current NYC DOE high school students working to prototype and test school design elements
<p>Implementation Partners</p> <p><i>Curricular Assets</i></p> <ul style="list-style-type: none"> • Think through Math • Educurious • Re-Inventing Schools Coalition <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> • NYU Metro Center • Learning to Work 	<p>Thought Partnership</p> <p><i>Relevant Learning Experiences</i></p> <ul style="list-style-type: none"> • Forum for Youth Investment • Carnegie Foundation • Summit Public Schools (CA) • Virtual Learning Academy • Show Evidence • CompetencyWorks • Bronx Arena Transfer HS <p><i>Staffing</i></p> <ul style="list-style-type: none"> • Good Shepherd Services • Youth Development Institute <p><i>Integrated Environment</i></p> <ul style="list-style-type: none"> • ESI 40 • Michelle Knight • Learning to Work

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

The instructional model is competency-based and designed for students to work towards fulfillment of Common Core standards aligned learning targets.

Learning experiences are presented in the form of performance tasks requiring students to demonstrate knowledge and skills through the completion of interrelated activities.

Technology is used to personalize learning so that each student has access to necessary material, resources and assignments in order to work independently consistent with their individual needs.

Teachers review and assess planned assignments against a common set of criteria that consider cultural relevance, opportunities for collaboration, and scaffolds.

Needs:

Teachers need support developing complex, multi-part performance tasks and challenges that are Common Core aligned and reflective of varying levels of rigor

Teachers need support on how to implement tasks on a daily basis

Teachers need support providing actionable feedback linked to specific competencies and attainments that are Common Core aligned (how to revise, enhance, deepen work, etc.)

Part 2 – Annual Goal

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

By June 2015, 75% of teachers will develop and implement at least two (2) Common Core aligned literacy tasks in their content area. These tasks shall specifically focus on reading informational texts and developing writing that draw evidence from literary or informational texts to support analysis, reflection, and research.

Results: Content area teachers outside of the ELA classroom develop literacy experiences in their planning and instruction intended for, students to shift toward writing that emphasizes the use of text evidence to inform or make an argument or counter argument.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 			

4. Activities that address the Capacity Framework element of Trust			
NYC Writing project staff will provide coaching and professional development based on individual and collective needs.	All teachers	September 2014-June 2015	NYC Writing Project Consultant and principal
Staff will review and tune tasks focused on targeted common core standards prior to implementation.	All staff	September 2014-June 2015	Principal and Assistant Principal
Staff will collectively review student work and develop strategies and next steps for improvement	All staff	September 2014-June 2015	Principal and Assistant Principal
Staff will conduct inter-visitations and provide feedback to each other	All staff	September 2014-June 2015	Principal and Assistant Principal

Part 4 – Resources Needed

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

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
February 2015 will have implemented one of their common core aligned literacy task.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Strengths:	<p>School model adheres to restorative practices that engage students in participating in and maintaining a healthy and inclusive school community</p> <p>All students are partnered with a youth development professional and academic teacher that provide support and personalized advising through CORE</p> <p>Students participate in single-gender and mixed-gender rite of passage experiences</p> <p>The school community meets daily to perform libations cultural and community acknowledgements, reflections and recognitions</p>
Needs:	<p>The consistent use of restorative practice principles in regular conversation with students</p> <p>Developing students to provide supportive critical feedback to peers</p> <p>Supporting students to be peer leaders via fairness committees and other student-led bodies</p> <p>Facilitating restorative circles regarding the handling of student discipline issues</p>

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
<p>Restorative and culturally relevant practices are used at the classroom and general school levels to prevent process and resolve off-culture behaviors and conflicts, as well as to create a culturally relevant school environment. By June 2015, at least 75% of students will participate in restorative conversations/ circles, culturally relevant experiences and/or community libations.</p> <p>Result: Students will take ownership of school culture and co-create a school environment that is supportive and, gives students authentic opportunities to expand and re-create elements of the school culture.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			

Feedback from students will be collected and used in improvement cycles	All students	September 2014-June 2015	Whole School
Students and staff will receive training on the implementation of fairness circles	Youth Development Staff and student representative	September 2014-June 2015	Youth Development staff, Principal and Assistant Principal.
School community reflection on restorative <i>Harambee Code</i> (school based disciplinary code) and NMSSJ Restorative Practice Reflection form	Whole School	September 2014-June 2015	Youth Development staff, Principal and Assistant Principal
Student Leadership Committee provide feedback on cultural relevant and restorative structures	Youth Development Staff and student representative	September 2014-June 2015	Youth Development staff, Principal and Assistant Principal

Part 4 – Resources Needed

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

Consultation with Brotherhood Sister Soul.
Professional development of Restorative Practice and fairness committees.
Professional Development on cultural relevance and student culture

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015 Youth Develop Staff will have participated in directed restorative practice training.

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

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

Strengths:

Staff participate in school and network-wide PD around the implementation of model elements pertaining to instruction and support

Staff (youth development and academic teachers) collaborate on curriculum design and implementation for CORE Advisory and Rites of Passage programs

Youth development staff and teachers collaborate in providing personalized support for students and discuss strategies for improvements

Teachers participate in decisions related to development of school policies, protocols and structures

Needs:

Increased time for collaboration and planning among staff including collaborative review of student work and data (considering coverage constraints)

Increased PD facilitation by staff for their colleagues and peers

Part 2 – Annual Goal

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

By June 2015, at least once a month professional development sessions will focus on reviewing student data, developing instructional supports and academic interventions based on identified competency gaps to increase teacher’s ability to differentiate instruction and support student academic success. Collaboration among teachers will be evidenced by at least 51% of the teachers employing the same or similar differentiated instructional practices/strategies in their classrooms directed at improving student’s work product. This can be evidenced through observations, documented shared instructional practices/strategies, and student work

Part 3 – Action Plan

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

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Teachers will identify trends in student data	All teachers	September 2014-June 2015	Teacher leaders, Principal and Assistant principal
Teachers will develop common practices for student growth based on identified trends.	All teachers	September 2014-June 2015	Teacher leaders, Principal and Assistant principal
Teachers will provide feedback to each other on their integration of common practice.	All teachers	September 2014-June 2015	Teacher leaders, Principal and Assistant principal
Teachers will analyze data on the effectiveness of the common practices that were implemented.	All teachers	September 2014-June 2015	Teacher leaders, Principal and Assistant principal

Part 4 – Resources Needed

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

Common planning time.

Common protocol for looking at student work.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

By March 2015 teachers will select one differentiated instructional practice/strategy to use in their classroom and a tool that will allow them to share their reflections on their success and/or struggles.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

Strengths:

Principals collaborate with other principals implementing the same school model to share practices, strategies, and learning

Principals participate in weekly professional development with staff

Principals participate in the tuning of curriculum with faculty and staff

Leadership is shared in decentralized fashion

Principals provide coaching and facilitate staff reflection on practice

Needs:

Conduct more frequent staff check-ins

Creation of personalized PD plans

Creation of structures and supports to facilitate data collection and analysis

Part 2 – Annual Goal

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

By June 2015, at least 75% of the staff will be able to load competency/attainment based task onto the Learning Management System which students will be able to access prior to task being assigned.

Results: students will know exactly which attainments they are working on and how those attainments are measured. Thus, providing students with opportunities to master identified attainments and increase their ability to self-direct their learning.

Part 3 – Action Plan

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

- | | | | | |
|-----|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 25. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | Target Group(s)
<i>Who will be targeted?</i> | Timeline
<i>What is the start and end date?</i> | Key Personnel
<i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|-----|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|

26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Staff will participate in Professional Development opportunities that are directed toward mastery based and competency based instruction and assessment	Whole Staff	September 2014-June 2015	Principal and Assistant Principal
Staff will participate in professional development opportunities around project based task development.	Whole Staff	September 2014-June 2015	Principal and Assistant Principal
Staff will participate in professional development around Learning Management System	Whole staff	September 2014-June 2015	Principal and Assistant Principal
Staff will train students on accessing and using Learning Management System	Whole Staff and students	September 2014-June 2015	Principal and Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Buck Institute ESI Network EduKate K-12

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
30.	Specify a timeframe for mid-point progress monitoring activities.			
By January 2015 staff will have at least two days of task and their attainments loaded on to the Learning Management System				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

Strengths:

School maintains open door policy for parents and families

Every family is in contact with their child’s advisor through phone calls, conferences and other meetings

Youth development staff are available to develop and coordinate relationships with local organizations

Needs:

Improve engagement of parents in PTA, parent-teacher conferences, and other forms of activities

Improve outreach and engagement of community partners to provide course selective, after-school programs and other support services

Part 2 – Annual Goal

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

By June of 2015, at least 30% of parents will attend and/or participate in least five school-wide engagement activities that will include students, staff, and other community stakeholders.
 This will be evidence by the planning and/ or attendance in events at the school.
 Result: Parents and community stakeholders will be an intrinsic part of the school community where they are welcomed and viewed as a resource.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Survey parents to gage interest and understanding of school model.	Parents	September 2014-June 2015	PTA and SLT

Collaborate with Parent Teacher Association and SLT improve outreach to parents	PTA and Principal and Assistant principal	September 2014-June 2015	PTA and SLT
Collaborate with parents and staff to develop workshops based on information gained from survey	PTA and staff	September 2014-June 2015	PTA and SLT
Develop student lead conversations with parents around their individual progress and its relationship to school model.	Students and staff	September 2014-June 2015	PTA and SLT

Part 4 – Resources Needed

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

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
<u>By February 2015 parents will have been offered at least one opportunity to participate in a school-wide engagement activity</u>				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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)	Lexile level testing, teacher observations, Scaled diagnostics	Targeted support	Small Group	During the school day, before and after school
Mathematics	Think Through Math Diagnostics	Targeted support and After School Regents Prep	Small Group	During the school day, before and after school
Science	Student progress on attainments, teacher observations	Targeted support and After School Regents Prep	Small Group	During the school day, before and after school
Social Studies	Student progress on attainments	Targeted support After School Regents Prep	Small Group	During the school day, before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs, Guidance Counselor and teacher assessments	Therapeutic counseling, goal setting, work on SEL attainments, Rites Of Passage Program	Small Group, one on one counseling	During the school day, before and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	Schoolwide Program (SWP)	X	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.
Working in conjunction with the union around recruitment, retention and assignments and developing personalized professional develop for staff.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).	
PROFESSIONAL DEVELOPMENT (5) FOCUS AREAS by STAFF ACTION & INDICATORS A. Youth Development Youth development in the context of Mandela EPIC schools includes projects and practices aimed at promoting bonding, resilience, emotional competence, social competence, behavioral competence, positive identity, self-efficacy, and recognition.	
Staff Actions	Possible Indicators
Staff facilitate CORE and perform advisory responsibilities	Youth participation in goal setting; co-facilitation of group discussions; assessment of strengths and assets, skills and goals; discussion of life issues; positive peer interactions and expressions of belonging (students extend and receive support from peers); promotion of graduation and pursuing post-secondary education/advanced training; etc.
Staff facilitate rites of passage opportunities, programs, and rituals	Creation of challenges; acknowledgment and celebration of efforts; support for risk-taking; etc.
Staff facilitate restorative justice practices	Use of protocols; expressions of empathy; messages and expectations for respect and non-violence communicated and maintained; etc.
Staff engage with community partners	Organizational collaboration and other sustainable linkages; use of local resources; student extra-curricular and projects that are community connected; etc.
Staff respect and promote student voice and leadership	Youth advocacy and inclusion in decision making; delegation of activities and assignments to students with opportunities to lead
Staff integrate SEL development,	Student reflections, self-monitoring, and abilities to speak to SEL and academic

attainments and competencies through range of engagements, interactions, activities and projects	goals; demonstration of growth-mindset and positive self-efficacy attributes; etc.
Staff apply knowledge of youth development framework and principles	Age appropriate information and activities provided and planned; service, support and follow-up referrals managed as necessary; etc.
Staff collect and apply student input regarding curricular materials and resources	Diversity of course resources; student awareness and ownership of materials; shared/familiar practices and processes for collecting and using student suggestions; formal and informal data indicating student choice; etc.
Staff facilitate school rituals and practices celebrating diversity and commonality among students	Schedule of rituals; students' abilities to describe the value and purpose of rituals; students' facilitation of common rituals; etc.
Staff incorporate visual cues and artifacts that reflect and affirm students' heritages and multiple identities	Culturally relevant wall artifacts are easily and consistently found; etc.
Staff facilitate dialogue about social identity, equity and justice issues	Explicit conversations among students and teachers about identity; time is built-in to student and staff schedules to support and ensure the occurrence of these conversations; etc.
Staff exercise self-reflection regarding inclusive practices in their classrooms	Biases and assumptions are identified, teachers express awareness of cultural perception filters, teachers stay abreast of and discuss anti-bias education issues with students; teachers establish a basis of trust with students; etc.
Staff critically review student data to identify and address group-based disparities in student performance and achievement	School policies name and acknowledge race and gender as lived experiences; School and classroom level practices, programs and interventions address disparities in student outcomes; decisions are youth-data driven; etc.
Staff partner with external groups to broaden the range and network of supports available to students and families	Partners, providers, and collaborating organizations assist with creating, assessing student projects, providing real-world experiences and enhancing extra-curricular offerings; community events occur within the school; social service providers have a presence; etc.

B. Culturally Responsive & Relevant Education

A culturally relevant educational environment is an environment that acknowledges, responds to, supports, teaches and uses (as a lens through which all aspects of the school is developed) the culture, history, race, ethnicity and current “culture” of the students in the building. In practice, CRE promotes a positive racial and cultural socialization for all students.

Staff Actions	Possible Indicators
Staff collect and apply student input regarding curricular materials and resources	Diversity of course resources; student awareness and ownership of materials; shared/familiar practices and processes for collecting and using student suggestions; formal and informal data indicating student choice; etc.
Staff facilitate school rituals and practices celebrating diversity and commonality among students	Schedule of rituals; students' abilities to describe the value and purpose of rituals; students' facilitation of common rituals; etc.
Staff incorporate visual cues and artifacts that reflect and affirm students' heritages and multiple identities	Culturally relevant wall artifacts are easily and consistently found; etc.

Staff facilitate dialogue about social identity, equity and justice issues	Explicit conversations among students and teachers about identity; time is built-in to student and staff schedules to support and ensure the occurrence of these conversations; etc.
Staff exercise self-reflection regarding inclusive practices in their classrooms	Biases and assumptions are identified, teachers express awareness of cultural perception filters, teachers stay abreast of and discuss anti-bias education issues with students; teachers establish a basis of trust with students; etc.
Staff critically review student data to identify and address group-based disparities in student performance and achievement	School policies name and acknowledge race and gender as lived experiences; School and classroom level practices, programs and interventions address disparities in student outcomes; decisions are youth-data driven; etc.
Staff partner with external groups to broaden the range and network of supports available to students and families	Partners, providers, and collaborating organizations assist with creating, assessing student projects, providing real-world experiences and enhancing extra-curricular offerings; community events occur within the school; social service providers have a presence; etc.

C. Restorative Practices

Restorative Practices, informal and formal, are reflected in all aspects of the school community. It is used to develop relationships, build community and to support student's academic and social-emotional development. Restorative practices and instruction are intrinsically connected and inform each other.

Staff Actions	Possible Indicators
Staff use restorative practices to create an inclusive environment where everyone feels emotionally, physically and intellectually safe.	Staff and students are using affective statements and questions during interactions; classroom routines reflect student inputs; staff and students share self-assessments/reflections with each other; protocols are used during discussions; students are encouraged to take risks to support growth; etc.
Staff incorporates elements of restorative practices in curriculum design and implementation.	Staff and students are using circles for instruction, questioning and decision making; opportunities for frequent reflection and feedback are embedded in tasks; protocols are used during discussions; student voice is consistently heard in the classroom, both talking to one another and providing real time feedback and leadership within the classroom; students are given various resources, products and modes of learning options. students are involved in goals setting and planning of their learning outcomes; etc.
Staff uses restorative approach to discipline.	Conference and circles are used for in-class conflicts; those involved in conflicts, and those affected by conflicts are involve in making decisions about the process for resolution; affective statements and questions are used during conferences; conflict is resolved through formal and informal structures; etc.

D. Personal Development

Personal development is essential for a learning community to grow and develop. All members of our school community will participate in activities that lead to continuous improvement of self, community and professional practice.

Staff Actions	Possible Indicators
Staff is aware of personal biases, can articulate them, and can check assumptions.	Self-reflection includes personal biases and its impact on student learning; conversations with students that are supportive; etc.
Staff embraces a growth mindset	Goals reflect academic and non-academic data; members of the community

and the ethos of failing forward.	exercise reflectiveness on experiences as a part of planning and learning management; they are aware of areas of strength and areas for development; etc.
Staff has strong interpersonal skills.	Participate in non-classroom activities; collaborate; open to giving and receiving feedback. there is strong student engagement in classroom activities; develop and maintain relationships with community partners; etc.
Staff takes initiative in seeking help and in providing support when needed.	Open to giving and receiving feedback; connect and collaborate with CBOs to support instruction; visit other classrooms to learn/improve practice to better support students; co-plan with colleagues and offer strategies for improvement; etc.
Staff exercise and assume leadership of various initiatives and efforts	Develop and coordinate after-school peer tutoring program; co-plan professional development; etc.

E. Instructional Model

Instruction at our schools is linked to academic and social emotional competencies, and is mastery based. Learning is personalized through culturally relevant and responsive learning opportunities that include projects with performance tasks, service learning, college exploration and career experiences. Instruction is delivered through experiences that allow for the learning and mastery needs of individual students to be met in ways that best suit their learning styles and intellectual assets.

Staff Actions	Possible Indicators
Staff design and deliver instruction through experiences that allow for differentiation in student learning.	Students have choice on how they work; students receive on demand adult support; scaffolds are built into the learning experiences; etc.
Staff engage in co-facilitation and collaborative planning.	Staffing of classes is driven by the needs of students engaged in the learning experience; adults have defined roles; students are engaging all available adults for support; students are meeting mastery goal through multidisciplinary instruction; etc.
Staff design and deliver interdisciplinary learning experiences across domains (academic and social emotional)	Students experience intentional interdisciplinary instruction; students make connections to other learning experiences; students transport vocabulary across disciplines; observer has difficulty in classifying the class by discipline; etc.
Staff design and deliver experiences that facilitate student-driven learning.	Scaffolds are prepared, but provided only after students attempt; progress towards mastery is measured using organic assessments that drive instruction and interventions; students are able to discuss where they are on the path to mastery; etc.
Staff design and deliver instruction that incorporates literacy skills, including technology.	Reading, writing, listening and speaking are incorporated in performance tasks; students are having discussion using Socratic circles; students are using various strategies to access complex texts; students are using a variety of software to create products; etc.
Staff design and deliver curriculum that supports career exploration and a college going	There is an explicit connection between what is being learned to careers; professionals are invited to support students and teachers as the learn and explore various subjects; students take trips to various industry partners (profit and non-

identity.	profit) and college campuses; etc.
Staff design and deliver instruction through a social justice is a lens.	Students are provided opportunities where they can understand, research, share and take action on social justice issues that are responsive to them individually and a groups; learning experiences , service opportunities, internships that bridge the gap between social justice and cultural relevance/responsiveness; etc.

Part 3: TA Schools Only

3a. Use of Program Resources

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

The principal actively recruited the current staff throughout the spring and summer of 2014 through interviews and recruitment events and meets one-on-one each week to provide support and hear feedback from teachers about needed support. The principal also meets with the entire staff to provide staff development and is responsive to the needs of the staff

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).

The targeted assistance Title I is used in coordination with baseline funding to supplement and not supplant baseline materials and personnel. The school is currently using the TA Title I funding to purchase supplemental materials to support identified students and fund after school programs that focus on guidance and academics.

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

Parent Involvement Policy (PIP) Nelson Mandela School for Social Justice

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. **[Nelson Mandela School For Social Justice]**, 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. **[[Nelson Mandela School For Social Justice]** 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

[Nelson Mandela School for Social Justice], 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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