

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

DBN: (i.e. 01M001): **27Q314**

School Name: **EPIC HIGH SCHOOL – SOUTH**

Principal: **DARIUS B. MENSAH**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 27Q314
School Type: Public Grades Served: 9
School Address: 121-10 Rockaway Boulevard, South Ozone Park, NY 11420
Phone Number: 718-845-1290 Fax: 718-843-2072
School Contact Person: Darius Mensah Email Address: dmensah@schools.nyc.gov
Principal: Darius Mensah
UFT Chapter Leader: Dahlia Jones
Parents' Association President: _____
SLT Chairperson: _____
Student Representative(s): Gamanvir Bal

District Information

District: 27 Superintendent: Donald Conyers
Superintendent's Office Address: 6565 Flatlands Avenue, Room 104C, Brooklyn, NY 11236
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-968-4100 x1044 Fax: 718-241-9223

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 521 Network Leader: Alan Ditcher

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Darius Mensah	*Principal or Designee	
Dahlia Jones	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Gamanvir Bal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/UASCH Teacher	
	Member/Parent	
	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

administrators value each other.

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.

The EPIC High School model integrates a combination of design elements, practices, structures, and resources to ensure that students graduate with: (1) positive sense of self, (2) an “*I can...*” mentality, and (3) the capacity to transform the world around them having experienced a rigorous, comprehensive, coherent and supported education. Additionally, the schools promote the values of empowerment, personalization, inclusion and service, collective work, continuous growth and cultural relevance (EPIC³).

Mission Statement

Borne out of the NYC Young Men’s Initiative, EPIC Schools challenge 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.

Vision Statement

All graduates of EPIC Schools 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**.

EPIC High Schools emphasize three key areas of work: practice, people and place.

- I. **PRACTICE:** *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. **PEOPLE:** *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. **PLACE:** *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.
 - **Built environments** that are intentionally designed to support transformational learning.

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.
<ul style="list-style-type: none"> • Strengths: <ul style="list-style-type: none"> ○ The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. ○ The entire staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills. • Needs: <ul style="list-style-type: none"> ○ The school and staff needs to continue to work on establishing systems and routines to analyze formative and summative data to inform classroom instruction. ○ The school and staff needs to continue to work on providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level. 	

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Students will attain a score of 80% or higher on the Regents Algebra I exam and a score of 80% or higher on the Regents Living Environment exam.

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>
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			
Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.	All Students	September 2014-June 2015	Principal, All Teachers

Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment.	All Staff	September 2014-June 2015	Principal
Instructional support of student progress such as tutorial and Regents prep will occur in all classes, Advisory, and during after-school and/or Saturday opportunities	All Students	September 2014-June 2015	Principal, All Teachers
Students will be supported by a variety of strategies including the use of binders, students agendas, Cornell Notes, Academic and Content Vocabulary, text annotation and close reading, Socratic Seminars, Project Based Learning and Common Core aligned units.	All Students	September 2014-June 2015	Principal, All Teachers.

Part 4 – Resources Needed

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

Staff will need time for participating in staff development, planning for implementation of strategies in instruction, providing tutorial for students, and supplemental instructional resources such as releases Regent exams and technology.

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
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List below any additional funding sources that will be utilized to support achievement of the goal.

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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.

- Teachers will select a mid-point benchmark (i.e. released Regents exam, teacher created assessment, NYCDOE benchmark assessment.)
- Selected benchmark will be administered and graded by the end of January 2015.
- Assessment results will be analyzed by entire staff to inform instructional decisions as part of the Cycle of Continuous Improvement.

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

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

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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

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.
<ul style="list-style-type: none"> • Strengths: <ul style="list-style-type: none"> ○ All students are assigned to an Advisory teacher who meets with them twice a week. ○ Common lessons are used in all Advisory sections that focus on a variety of topics including Goal Setting, Organizational Skills, Problem Solving, Growth Mindset, Team Building. • Needs: <ul style="list-style-type: none"> ○ The school and staff needs to continue to work on establish systems and routines to analyze trends in student attendance, tardies, red pass, detention and suspension data. ○ The school and staff needs to continue to work on identifying and addressing the behaviors that most commonly lead to red passes, detention, and suspensions. ○ 	

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.
By June 2015, students will foster community through the creation and implementation of a set of behavioral norms and assume leadership roles that impact school culture and peer to peer accountability as evidenced by a student council, school norms, leadership of fairness committee and community meetings, as well as student led conferences.

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			
Student Council members (Executive Branch & C.O.R.E. Leaders) will establish school norms and actively seek student input regarding EPIC South’s Norms, Procedures and Community structures.	All Students	September 2014-June 2015	All Staff
The Fairness committee will work collaboratively with support from an educator to uphold the EPIC South norms	All students	September 2014-June 2015	All Staff

The school will design and implement a clear disciplinary framework that includes corrective and restorative responses to offences, and preventative measures.	All students	September 2014-June 2015	All Staff
Student Led Conferences are held so that students will be aware of strengths and weaknesses, both social/emotional, and be able to advocate their needs to all stakeholders involved, and to design and implement a plan of action.	All students	September 2014-June 2015	All Staff

Part 4 – Resources Needed

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

Staff will need time for participating in staff development and analysis of student behavior data, planning for implementation of strategies, and providing behavior support structures for students. Students will need training for participation on the Fairness Committee.

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.

- The staff will compile records and documentation including Attendance, Tardies, Red Pass, Detention, and Suspension data for the Fall 2014 semester.
- In January 2015, the staff will review the documentation and identify the trends and behaviors that most commonly lead to disciplinary action.
- Staff will engage in ongoing study of data on students who have had cases before the fairness Committee, looking for trends in repeat behaviors, new conflicts, and new violations of the school norms and citywide rules.

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.
<ul style="list-style-type: none"> • Strengths: <ul style="list-style-type: none"> ○ The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. ○ All new teachers are working with mentors in their content area. ○ The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills. • Needs: <ul style="list-style-type: none"> ○ The school needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction. ○ Teachers need to continue to participate in staff development opportunities in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level. 	

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By 2015, all teachers will have designed learning experiences that have been tuned by colleagues within the school and across the network that are interdisciplinary and meet the common tuning criteria as evidenced by challenges and tasks scored in the learning management system.

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>
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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers and youth development professionals will have time for weekly interdisciplinary unit planning & tuning. Interdisciplinary teams will have weekly time to focus on special education needs, and	All Staff	September 2014-June 2015	Principal

interventions (as driven by the Pupil Personnel Team).			
Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment.	All Staff	September 2014-June 2015	Principal
Teachers will be provided opportunities in building leadership capacity through professional development and collaboration.	All Staff	September 2014-June 2015	Principal
Teachers will be provided an opportunities to participate in classroom inter visitations.	All Staff	September 2014-June 2015	Principal
Departmental tuning across schools	All Staff	September 2014-June 2015	Principal, EPIC Central Office Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Staff will need time for participating in staff development and leadership opportunities, professional development on the learning management system and mastery-based grading, a common forum for communication and planning, & shared resources within and between schools, and time for collaborating and planning implementation of instructional strategies.

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	X	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.				
<ul style="list-style-type: none"> The staff will compile records and documentation including agenda and minutes from Accountable Communities meetings and other professional development opportunities. During one on one meetings with the principal, teachers will identify goals for their professional growth and a timeline for meeting their goals. Teachers will reflect on their progress toward their professional goals. 				
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:**
 - The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work.
 - The principal meets one on one with each staff member each week to support their instructional practice.
 - The principal conducts formal and informal classroom walkthroughs and provides feedback in accordance with the Danielson Framework.
 - The principal have The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

- **Needs:**
 - The principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.
 - The principal needs to increase the frequency of informal and formal walkthroughs to support teachers in their instructional practice.
 - The principal needs to continue to design staff development opportunities for teachers in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

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.

The principal will increase the frequency of informal and formal classroom walkthroughs and providing feedback to teachers in addition to increased staff development opportunities to support teachers in their instructional practice. By June 2015, all staff will have received support through direct observations and feedback from school leaders and colleagues as well as customized professional learning experiences with experts in the field as evidenced by their individualized learning plans and personal reflections.

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities,			

27. English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 28. Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust			
The principal will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff.	All Staff	September 2014-June 2015	Principal
The principal will increase the frequency of informal and formal walkthroughs and providing feedback to teachers.	All Staff	September 2014-June 2015	Principal
The principal will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff.	All Staff	September 2014-June 2015	Principal
The principal will reflect on implementation and identify additional supports needed by teachers.	All Staff	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The principal will need time to visit classrooms and to meet with the staff as an entire group and individually. The principal will need time to design and present professional development opportunities as well as time to reflect on implementation and identify additional supports needed by teachers.

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.				
<ul style="list-style-type: none"> The principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walkthroughs and other professional development opportunities. During one on one meetings with the principal, the principal will provide feedback to support teachers and their goals for their professional growth The principal will ask for feedback and reflection from the staff to determine their areas of need and support from the principal. 				
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:**
 - By the end of the Fall Semester, over 50% of families will have participated in a Home Visit.
 - 50% of students had at least one parent or guardian attend the Fall Student Led-Conferences.
 - Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students’ progress.
 - In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students’ progress.
- **Needs:**
 - The school and staff needs to continue to work on established systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using systems to check student grades and attendance.
 - The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger.
 - The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families.

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 2015, all parents/guardians will participate in at least one school event during the school year including: Parent Association (PA) Meetings, School Leadership Team (SLT) meetings, Home Visits, Student Led Conferences, and/or other academic and social activities.

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			

All parents/guardians will attend either the Fall or Spring Student Led Conferences where students present their portfolio of work and their progress.	All Families	September 2014-June 2015	All Staff
All parents/guardians will participate in a Home Visit.	All Families	September 2014-June 2015	All Staff
All parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using the learning management system to check student grades and attendance.	All Families	September 2014-June 2015	Partnership Coordinator, Principal
School materials and meetings will be translated and made accessible to all families in their primary language.	Families of English Language Learners	September 2014-June 2015	Partnership Coordinator, Principal

Part 4 – Resources Needed

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

Staff will need time for scheduling and conducting home visits, preparing for and conducting parent meetings and training, time to prepare students to present during student led conferences, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger and social media.

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.

- The staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester.
- In January 2015, the staff will review the documentation and determine which families have participated in a school event.
- The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event.

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)	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	During Targeted Support period, after school
Mathematics	Students on grade level in math skills, students not passing the course, English Language Learners, Students with Disabilities	Think Through Math online support, basic math skills supports, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	During Targeted Support period, after school
Science	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	During Targeted Support period, after school
Social Studies	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities.	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	During Targeted Support period, after school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with chronic attendance/tardies, multiple red passes, multiple detentions or suspensions.	Meeting with guidance counselor or social worker, home visits, phone calls to parents/guardians, conflict resolution, restorative approaches, Pupil Personnel Team	Small group, one-to-one,	Before school, during lunch, after school
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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
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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.

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.

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).

The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. In addition, the staff has incorporated the use of school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, interdisciplinary units of study, and Common Core Aligned Units as they work to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

Part 3: TA Schools Only

3a. Use of Program Resources

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

The targeted assistance Title I funding will be used to purchase supplemental instructional materials for identify students and to split fund the position of Social Worker who spends part of their day working with identified students.

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 to split fund the position of Social Worker who spends a portion of their time working with identified Title I students.

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)

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. **EPIC High School - South**, 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. **EPIC High School - South** 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-Student Compact (SPC)

EPIC High School - South 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;
- embody UASCH's core values of Collaboration, Accountability, Compassion, Respect, Follow-Through, and Pride of Purpose.