

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE EAGLE ACADEMY FOR YOUNG MEN OF STATEN ISLAND
DBN (i.e. 01M001): 31R028
Principal: JERMAINE S. CAMERON
Principal Email: JCAMERON@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jermaine S. Cameron	*Principal or Designee	
Demar Manradgh	*UFT Chapter Leader or Designee	
Kevin Washington	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kristina Quinn	Member/ Teacher	
Since we are a new school, elections to add the required number of members is forthcoming.	Member/	
Simone Wilson	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, there will be a 20% increase in the number of Level 1 and 2 students who will improve one level or make significant intra-level gains in ELA and Mathematics as measured by unit exams, performance tasks and the New York State ELA and Mathematics Assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing the results of the 2013-2014 New York State English Language Arts and Mathematics Assessments, it was determined that 50% of our students are Levels 1 and 2. As a result, we have made the intra and inter level progress of all these students a priority for the 2014-2015 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Academic Intervention Services-Enrichment and remediation services will be provided to the target population during the school day and during the extended day program for the 2014-2015 school year.
2. Professional Development-Teachers will use Common Planning Time to look extensively at student work and reflect on the elements of differentiation and the interpretation and use of data in the classroom.
3. Data Analysis-Teachers will monitor the progress of all Level 1 and 2 students using results from Performance Tasks, Benchmarks, classwork, and unit tests.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Teachers
3. Teacher Teams

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The following will be administered on a weekly and monthly basis:
 - Performance Tasks-Along with rubrics and norming sessions among teachers
 - Unit Assessments
 - Baseline Assessments
 - Monthly progress reports
 - Report Cards

D. Timeline for implementation and completion including start and end dates

1. September 2014 through May 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Planning time will be integrated into teachers' program 3 times each week.
2. Professional Development-An SBO vote was taken to hold professional development workshops with teachers each Tuesday for 75minutes to support curriculum development throughout the year.
3. Consumable instructional materials will be used during the extended day programs.
4. Professional learning opportunities will be afforded to the principal and teachers to further extend the use of differentiated and data based instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parental Education Workshops
- School Walkthroughs for Parents
- Eagle Parents as Learners (E-PAL)-Held the 1st Thursdays of each month
- Monthly Parent Teacher Meetings
- Orientation Meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Funds from an Achieve Now Grant from OSYD will be used to support this work.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of teachers will design and implement rigorous curricular units and performance tasks in ELA, Mathematics, Social Studies, Science and the Arts that are aligned to the Common Core Learning Standards, as measured by classroom observations and teacher–team evaluations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In order to align our instructional practices to the Citywide Instructional Expectations for the 2014-2015 school year and to ensure that there are even opportunities for students across the school to be engaged in rigorous learning experiences and produce meaningful work products, teachers will use the Common Planning Time three days each week to design curricular units and tasks that are aligned to the Common Core Learning Standards and contain multiple entry points to ALL learners, with a specific focus for SWDs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Data Specialist will provide teachers with school-wide as well as individual student data in the areas of ELA and math.
2. Professional Development sessions will be convened on selected Tuesdays for 75 minutes focusing on the interpretation and utilization of the data to develop curricula units which are aligned to the Common Core Learning Standards.
3. The principal will provide teachers with the tools and strategies needed to develop engaging unit plans and tasks in ELA, math, Social Studies and Science which are aligned with the CCLS.
4. Teacher and administrator per session will be utilized for additional planning time.
5. Teacher-team will meet during common planning time to plan and align curriculum.
6. Teachers will utilize the "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
7. Teachers will meet with principal to discuss challenges and success as they work to align units of study and create rigorous tasks.
8. Teacher-Team will work collaboratively to develop a common school-wide definition of RIGOR and observable evidences within their classrooms.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Data Specialist
3. Teacher-team
4. Network Instructional Support Staff
5. Per Session Team Meetings
6. External Professional Development Opportunities

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completed Data Analysis for each student, observation of implementation at weekly professional development.
2. Completed unit plans and tasks in ELA, math, social studies and sciences that are aligned to the CCLS.
3. Minutes and agendas of Common Planning Time meetings and After School Planning Sessions.
4. Observation of implementation of the "Looking at Student Work" protocol during teacher team planning time.
5. Teacher-team clearly able to articulate the school-wide definition of RIGOR.

D. Timeline for implementation and completion including start and end dates

1. November 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Planning Time included in teacher schedule.
2. Weekly Tuesday professional development workshops
3. External professional development with CFN, UFT, CSA, etc.
4. Per Session for data analysis for after school planning meetings
5. Lunch and Learn meetings during teacher lunch periods for further alignment of work to CCLS and to provide access to all learners, specifically SWDs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. We will provide information about the CCLS to parents at our summer and Fall Orientation sessions and at parent-teacher conferences.
2. E-PAL (Eagle Parents as Learners)-using the 1st Thursday of each month, parents will be invited to the school during Parent-Engagement time for a workshop on classroom strategies and activities that can be used to assist their child/children with homework and classwork, etc.
3. Parents will be provided daily feedback on their child's performance in school via engrade and progress reports that are sent home every other month.
4. Parents will be provided a rubric for each task and assessment.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Funds from an Achieve Now Grant from OSYD will be used to support this work.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students will show proficiency in citing evidence from textual sources [R.1.6.1] as well as writing arguments to support claims with clear reasons and evidence [W.6.1] through the use of assessment tools such as performance tasks and unit assessments, as measured by a 25% growth in proficiency levels on the New York State ELA Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing the Item Skills Analysis of student performance on the 2013-2014 New York State English Language Arts Assessment, it was determined that students struggled with citing evidence from textual sources and writing arguments to support their claims with clear reasons and evidence. Hence, teachers will work collaboratively to develop rigorous performance tasks, analyze student work and refine instructional plans to give access to all learners for mastery across all content areas.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Academic Intervention Services-** Enrichment and academic intervention services will be provided to all students during the 2014-2015 school year.
2. **Common Planning Time-** Teachers will have CPT time incorporated into their schedules 3 times each week to work collaboratively in the analysis of students' summative and formative assessment results.
3. **Professional Development-** Teachers will attend external professional development workshops sponsored by District 31, the CFN's Achievement Coaches, etc. to improve their effectiveness in delivering instruction that incorporate literacy in all the content areas.
4. **Data Analysis-** Teacher will use the protocol of looking at student work to analyze trends and patterns and to adjust plans to ensure access for all learners; specifically, SWD's.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. ELA/Social Studies Teacher
3. Principal
4. Talent Coach-District 31
5. N402 Achievement Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Looking at Student Work Protocol
2. Teacher creation of Looking at Student Work evidence document-Collaborative Analysis Protocol
3. Performance Tasks
4. Student produced written responses
5. Unit Assessments
6. Baseline Assessments

D. Timeline for implementation and completion including start and end dates

1. September 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Planning Time will be incorporated into teacher's schedule three times each week.
2. Teacher Per Session (3 days per week) for after programs and professional development.
3. Professional instructional materials to support instructional materials for use during extended day programs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent Educational Workshops

- E-PAL Meetings-(Eagle Parents as Learners) held on Thursdays each week.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Funds from an Achieve Now Grant from OSYD will be used to support this work.

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in grade 6 will improve proficiency in applying and extending previous understandings of numbers to the system of rational numbers [6.NS.5] through use of assessment tools such as performance tasks and unit assessments, as measured by a 25% growth in proficiency levels on the New York State Mathematics Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After reviewing the Item Skills Analysis of student performance on the 2013-2014 New York State Mathematics Assessment as well as the school administered baseline assessment, it was determined that students were deficient in extending and applying previous understanding of the number system. Hence, teachers will work collaboratively to develop rigorous performance tasks, analyze student work and refine instructional plans to give access to all learners for mastery.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Academic Intervention Services-** Enrichment and academic intervention services will be provided to all students during the 2014-2015 school year.
2. **Common Planning Time-**Teachers will have CPT time incorporated into their schedules 3 times each week to work collaboratively in the analysis of students' summative and formative assessment results.
3. **Professional Development-** Teachers will attend external professional development workshops sponsored by District 31, the CFN's Achievement Coaches, etc. to improve their effectiveness in delivering instruction that incorporate literacy in all the content areas.
4. **Data Analysis-**Teacher will use the protocol of looking at student work to analyze trends and patterns and to adjust plans to ensure access for all learners; specifically, SWD's.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. ELA/Social Studies Teacher
3. Principal
4. Talent Coach-District 31
5. CFN Achievement Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Looking at Student Work Protocol
2. Teacher creation of Looking at Student Work evidence document-Collaborative Analysis Protocol
3. Performance Tasks
4. Student produced written responses
5. Unit Assessments
6. Baseline Assessments

D. Timeline for implementation and completion including start and end dates

1. September 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Planning Time will be incorporated into teacher's schedule three times each week.
2. Teacher Per Session (3 days per week) for after programs and professional development.
3. Professional instructional materials to support instructional materials for use during extended day programs.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent Educational Workshops
- E-PAL Meetings-(Eagle Parents as Learners) held on Thursdays each week

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Funds from an Achieve Now Grant from OSYD will be used to support this work.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

1. By June 2015 we will establish a parent involvement rate of 75% as measured by attendance at PTA meetings and special school functions.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a new school, it is important to ensure that we establish and maintain strong home, school and community relationships. As the school further develops and expands, such partnerships and active participation will help students move toward the higher expectations of the Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Ongoing communication between the principal, parents and CBOs will be disseminated via letters, calendars, website, school messenger system, E-Mail blasts, and social media (Facebook, Twitter, etc.) to keep them informed and to attend school activities.
2. The school will implement the usage of a messenger system that will enable us to contact parents through voice messenger and text messages. The system will provide us with a detailed timely report on success rate achieved through this mode of communication.
3. The Parent Teacher Association will create a Title 1 Committee to determine how to allocate the Title 1 set aside funds.
4. Teachers will use the time allocated for Parent Engagement on Thursdays to increase parent awareness about their child's academic performance.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Parent Teacher Association President
3. Parent Teacher Association Executive Board
4. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance at monthly PTA meetings, E-PAL meetings and special school functions will be monitored and tracked.
2. The school messaging system report will be utilized to upgrade, maintain and monitor contact information for our students.

D. Timeline for implementation and completion including start and end dates

1. December 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Planning Time for principal and teacher team
2. Staff attendance at orientation sessions
3. Curriculum and Family Nights
4. Parent Teacher Conferences
5. Open Houses
6. PTA meetings
7. E-PAL meetings-held after dismissal on Thursdays each week.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent Workshops
- E-PAL meetings-held after dismissal on Thursdays each week.
- Classroom visits for parents during school hours.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Funds from an Achieve Now Grant from OSYD will be used to support this work.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not 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.

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	<ul style="list-style-type: none"> • Differentiated instruction will be implemented in the ELA/Humanities classroom. • ELA Skills and Enrichment Classes • Extended Day Remediation 	<ul style="list-style-type: none"> • Full Class • Small Group 	<ul style="list-style-type: none"> • During the school day • Before and after school
Mathematics	<ul style="list-style-type: none"> • Differentiated instruction will be implemented in the math classroom. • Math Skills and Enrichment classes 	<ul style="list-style-type: none"> • Full Class • Small Group 	<ul style="list-style-type: none"> • During the school day • Before and after school
Science	<ul style="list-style-type: none"> • Differentiated instruction will be implemented in the Science classroom. • The science lab will be utilized for hands on instruction. 	<ul style="list-style-type: none"> • Whole Class • Small Group 	<ul style="list-style-type: none"> • During the school day
Social Studies	<ul style="list-style-type: none"> • Differentiated instruction will be implemented in the Social Studies Classroom • ELA Skills and Enrichment Classes • Extended Day Remediation 	<ul style="list-style-type: none"> • Full Class • Small Group 	<ul style="list-style-type: none"> • During the school day • Before and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • The guidance counselor meets with students who are “at risk” behaviorally, socially and academically. • The Social Worker from Staten Island Mental Health meets with students 1 each week. 	<ul style="list-style-type: none"> • One to one and small group • Group of 20 	<ul style="list-style-type: none"> • During the school day • After school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

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.
<ul style="list-style-type: none"> • The principal and teacher volunteers will attend hiring fairs and recruit highly qualified teachers. • The principal will work closely with the members of the 18-D hiring committee to screen and interview applicants. • The school's secretary will work with the CFN HR Director to ensure that non-HQT meet all required documentation and assessment deadlines. • The principal will facilitate a new teacher orientation session to acclimate new staff to the school's policies and procedures before the beginning of the school year. • Mentors will be assigned to support struggling, new and unqualified teachers.

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).
<ul style="list-style-type: none"> • The principal will regularly attend professional development and turnkey emerging best practices to the learning community. • Teachers will attend professional development sessions sponsored by the CFN, Eagle Academy Foundation, District 31 Talent Coach, etc. • Teachers will share best practices during weekly professional development sessions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • A partnership with Staten Island Mental Health Society, Inc. was secured to offer additional in-depth counseling and in-house support to our students.

SWP Schools Only

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.).

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.
<ul style="list-style-type: none"> • Teachers meet 3 times each week to share data from assessments and co-plan performance tasks. • Teachers will be given quarterly surveys to determine the areas of need and drive the school-wide professional development plan. • Teachers will attend selected external professional development workshops in the areas of assessment and interpretation of assessment data.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your 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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.