



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** ALL CITY LEADERSHIP SECONDARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 32/k/554

**PRINCIPAL:** ELVIS ESTEVEZ      **EMAIL:** EESTEVE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Elvis Estevez	*Principal or Designee	
Lou Bombace	*UFT Chapter Leader or Designee	
Maria Navas	*PA/PTA President or Designated Co-President	
Mirtha Franco	DC 37 Representative, if applicable	
Avinash Ramkisoorn	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Cindy Otero	Member/Parent	
Suzzette Simpson	Member/Parent	
Aracelis Abreu	Member/Parent	
Arisleyda Penalo	Member/Parent	
Raymond Basilotta	Member/CSA	
Daphne Rivera	Member/UFT	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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**

*Each week, the administration will focus on a component of a lesson (the beginning portion [the first 15 minutes], the middle section [the middle 15 minutes], and the final portion [the final 15 minutes]) to assess implementation of effective pedagogical strategies as defined by Danielson's Framework for every teacher in the school. 15 reports are scheduled for each teacher by June 2012. lesson.*

### **Comprehensive needs assessment**

- As an instructional initiative set by the Chancellor for School Year 2011-12, school administrators will conduct frequent visits to classrooms to observe the delivery of instruction by teachers and provide feedback to teachers.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Using Danielson's rubric for assessing quality teaching, administrators will use this as a guide to evaluate teachers against the traditional rating form that exists for teachers.
  - b) Teachers will be included in professional development sessions to inform them of the rubric and to update the status of the quality of instructions in our school.
  - c) September '11 to June '12

### **Strategies to increase parental involvement**

- The principal will meet with the Parent Association to provide monthly feedback of the instructional program and provide parents the opportunity to ask questions regarding the program.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Each teacher is in licensed in the appropriate subject area and is therefore highly qualified. Differentiated professional development is afforded to teachers to encourage professional growth and to be kept informed of up to date practices. Currently, there are no vacancies in our school.

### **Service and program coordination**

- All funding sources in our school are utilized to maximize the amount of teachers needed to support the instructional program.

### **Budget and resources alignment**

- All appropriate funding sources (such as Title I, FSF, etc) are used to pay for the salaries of the teachers, administrators and support staff to implement the current instructional program.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

*By June 2012, each Grade Team of Teachers (7 teams in all consisting of an ELA, Math, SS, and Science Teacher) will have evaluated student work from a grade and determine the next steps to achieving the goals/benchmarks set in their course syllabi which is based on the Common Core Standards.*

### **Comprehensive needs assessment**

- As an instructional initiative set by the Chancellor for School Year 2011-12, the school community will evaluate student work in the spring of 2012 to assess the alignment of performance standards that have thus far been defined in the Common Core Standards; particularly in English Language Arts.

### **Instructional strategies/activities**

- a) We will utilize the professional development model of group discussion and evaluation to evaluate student work. In addition, we will utilize Looking Together at Student Work by Tina Blythe et al as formalized tool for assessing student work and evaluating the instructional program.
- b) Timeline: February 2012

### **Strategies to increase parental involvement**

- Parents will be informed of the progress of their children via Progress Reports or Report cards. In addition, staff members will be available to any parent for discussion regarding the student's work.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Each teacher is in licensed in the appropriate subject area and is therefore highly qualified. Differentiated professional development is afforded to teachers to encourage professional growth and to be kept informed of up to date practices. Currently, there are no vacancies in our school.

### **Service and program coordination**

All funding sources in our school are utilized to maximize the amount of teachers needed to support the instructional program

### **Budget and resources alignment**

- All appropriate funding sources (specifically, FSF, TL ASA Register Growth, and Title I SWP) are used to pay for the salaries of the teachers, administrators and support staff to implement the instructional program which supports the activity mentioned above.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

*By June 2012 a minimum of 80% of current 11th grade students will have passed the ELA Regents (included in this goal is the expectation that a minimum of 40% of these students will earn a 75% or higher by June 2012 to be considered College Ready).*

#### **Comprehensive needs assessment**

- In an effort to increase the College Readiness levels of our student population, we have set the aforementioned goal to meet or surpass the necessary cognitive component needed to be successful in a post-secondary setting.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Provide an additional 20 minutes per week (above the standard 180 minutes) to all HS students preparing to meet the goal
  - b) Provide an additional 50 minutes four times a week who are at risk of not meeting such a goal based on their 8th grade ELA exams and/or performance in previous HS ELA classes.
  - c) Timeline: September 2011 to June 2012

#### **Strategies to increase parental involvement**

- Parents will be informed of the progress of their children via Progress Reports or Report cards. In addition, staff members will be available to any parent for discussion regarding the student's work. In addition, teachers will provide a syllabus for each course for parents to review and ask questions.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Each teacher is in licensed in the appropriate subject area and is therefore highly qualified. Differentiated professional development is afforded to teachers to encourage professional growth and to be kept informed of up to date practices. Currently, there are no vacancies in our school.

#### **Service and program coordination**

- In order to meet the social needs of our students, we coordinate with Ridgewood Bushwick Senior Citizens Council to provide support social services to students who may be experiencing issues that would negatively impact their success at school.

#### **Budget and resources alignment**

- All appropriate funding sources (specifically, FSF, TL ASA Register Growth, and Title I SWP) are used to pay for the salaries of the teachers, administrators and support staff to implement the instructional program which supports the activity mentioned above.

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- *By June 2012, a minimum of 80% of our 12th grade class will graduate with a HS Regents Diploma.*

### **Comprehensive needs assessment**

- In an effort to continue to surpass the city and state's average of high school graduation rates and maximize the amount of students eligible to attend colleges and universities after having obtained a high school diploma in four years, our school is continually assessing ways in order to achieve (or better) the rate mentioned in the goal.

### **Instructional strategies/activities**

- a) Internally, we have used the formula of providing direct guidance to students in their attempt to graduate school by meeting with each student and their family at least twice a year in the upper grades to inform, evaluate, and guide each student and their parents regarding the current status of their journey toward a 4 year graduation timeline.

### **Strategies to increase parental involvement**

Our guidance staff will schedule an appointment with each family to assess each student's transcript and progress toward graduation.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Each teacher (or guidance counselor) is licensed in the appropriate subject area and is therefore highly qualified. Differentiated professional development is afforded to teachers to encourage professional growth and to be kept informed of up to date practices. Currently, there are no vacancies in our school.

### **Service and program coordination**

- In order to meet the social needs of our students, we coordinate with Ridgewood Bushwick Senior Citizens Council to provide support social services to students who may be experiencing issues that would negatively impact their success at school.

### **Budget and resources alignment**

- All appropriate funding sources (specifically, FSF, TL ASA Register Growth, and Title I SWP) are used to pay for the salaries of the teachers, administrators and support staff to implement the instructional program which supports the activity mentioned above.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **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.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	8	2			1			
<b>7</b>	3	4			1			
<b>8</b>	4	8			1			
<b>9</b>			10		4			
<b>10</b>	1			34	4			
<b>11</b>	12				2			
<b>12</b>	1			3	2			

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Middle & High School students: In addition to the 180 minutes of instruction, students receive an additional 70 minutes of instructional time during school hours in the form of differentiated activities in small groups to supplement the curriculum activities design by the teacher based on content skills or item analysis from State or commercially prepared exams. Continental Press is the company used to provide periodic item analysis reviews.
<b>Mathematics</b>	Middle & High School students: In addition to the 180 minutes of instruction, students receive an additional 70 minutes of instructional time during school hours in the form of differentiated activities in small groups to supplement the curriculum activities design by the teacher based on content skills or item analysis from State or commercially prepared exams. Continental Press is the company used to provide periodic item analysis reviews.
<b>Science</b>	High School students: In addition to the 180 minutes of instruction, students receive an additional 20 minutes of class time during school time and in the form of differentiated activities in small groups to supplement the curriculum activities design by the teacher based on content skills or item analysis from exams. Furthermore, we are providing 3 hours of instruction in Earth Science for students who did not pass this Regents exam in June of 2010. We utilize Regents from the past to inform us of content mastery
<b>Social Studies</b>	High School students: In addition to the 180 minutes of instruction, students receive an additional 20 minutes of class time during school time (in the 11 <sup>th</sup> grade- and an additional 180 minutes in 10 <sup>th</sup> grade) in the form of differentiated activities in small groups to supplement the curriculum activities design by the teacher based on content skills or item analysis from exams.
<b>At-risk Services provided by the Guidance Counselor</b>	<i>Both small group and one-to-one sessions are conducted during the student's lunch time.</i>
<b>At-risk Services provided by the School Psychologist</b>	<i>Our itinerant School Psychologist conducts both small group and one-to-one sessions during periods where she (the psychologist) is scheduled to be at our school.</i>
<b>At-risk Services provided by the Social Worker</b>	<b>N/A</b>
<b>At-risk Health-related Services</b>	<b>N/A</b>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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 1<sup>st</sup> 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;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

Our targeted intervention programs for ELLs consist of the following. 8<sup>th</sup> Graders receive 100 min. extra help for Math on Mondays and Thursdays. They receive 100min extra help for ELA Wednesdays and Thursdays. 9<sup>th</sup> Graders receive 200 min. of ELA/Literacy skills. 200 min. of ESL classes. On Friday, they receive an extra 50 min. of Algebra and 50 min. of literacy support. 11<sup>th</sup> and 12<sup>th</sup> Graders receive 50 min. extra for ELA, U.S. History and Literacy support. For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, we offer an extra 50 min. for ELA and Regents preparation. For the upcoming year, we want to offer an added approach to preparing our ELLs for the NYSESLAT by having them use an interactive software program. No programs/services for ELLs will be discontinued. ELLs are afforded equal access to all school programs. We offer after-school and Saturday tutorials for students at risk. Through JMAP.org , we use Spanish videos of math classes in step with the curriculum being taught. Spanish versions of content-area textbooks are made available. Students have access to interactive software to improve their English listening skills. Teachers from the Foreign Language department, as well as Spanish Speaking teachers offer ELL Native Language support. Required services support and resources correspond to ELLs age and grade level. In conjunction with a nearby H.S. (EBC Bushwick) we offer newly enrolled students a Bridge program before the beginning of the school year. French and Spanish are offered as elective to our ELL population.

To assess the literacy skills and monitor the progress of our ELLs, we use the Regents exams, NYSESLAT, the Basic Achievement Skills Inventory and the Scantron Acuity tests. NYSESLAT data show an increase across modalities except for 2 students who had a nominal drop but still scoring in the 90's. 3 ELLs took the ELA Regents exam and received a 50, 58 and 65. On the Interim Assessment ELLS score in the upper 90% on the modalities being tested and are primarily used as preparation for the NYSESLAT. Overall, the data collected help content-area teachers offer differentiated instruction to the ELLS attending our school. We evaluate the success of our programs for ELLs by the positive yield we have had.