



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: KNOWLEDGE AND POWER PREPARATORY ACADEMY (K.A.P.P.A)

DBN (DISTRICT/ BOROUGH/ NUMBER) **09x215**

PRINCIPAL: **SHERI WARREN** EMAIL: **SWARREN@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **Ms. DOLORES ESPOSITO**

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
Sheri Warren	*Principal or Designee	
Willayie Saygbe	*UFT Chapter Leader or Designee	
Sally Baptiste	*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>)	
Dennis Carter, Directions for our Youth	CBO Representative, if applicable	
Patricia Bishop	Member/U.F.T.	
Carrell Reavis III	Member/U.F.T.	
Xiomara Pina	Member/U.F.T.	
Lizette Clavell	Member/Parent	
Luz Reyes	Member/Parent	
Janet Srikishurr Garcia	Member/Parent	
	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

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

By June 2012, 50% of students will perform at levels 3 and 4 in English Language Arts

Comprehensive needs assessment

- Based on the results of the New York English Language Arts Exam, 46% of the entire school population performed at or above grade level. In grade 5, 43% of the students performed at or above grade level. In grade 6, 51% of the students performed at or above grade level. In grade 7, 49% of the students performed at or above grade level. In grade 8, 40% of the students performed at or above grade level. In 2012, our goal is to compare each cohort to itself, and have at least 50% of each grade perform at or above grade level.

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.

In order to attain this goal, we will use Rally Education (formative and summative assessments) to help student make gains in English Language Arts. All students will be given a reading baseline. Rally Education will disaggregate the data and provide the school with class, grade and school results. The data from these results will be used to inform instruction. Students will take 5 formative assessments and once again the data will be disaggregated thus providing teachers with current information regarding the progress of students. This data will be used to inform daily instructional practices. At the end of the year, students will take a post-test. The results of the post test will be compared to the pretest in order to monitor students' progress by class, grade and school.

All teachers will use the data from Rally Education to inform Instruction. Content-area teachers will use the data from the reading assessment to help them create reading based lessons in the content area subjects of Social and Studies and Science.

Teachers will meet after the administration of each assessment during planning periods with administrators to discuss the strengths and weaknesses of the exam

Timeline for implementation:

- October 2011 Pretest in reading (summative)
- December Formative assessment #1
- January Formative assessment #2
- February Formative assessment #3
- March Formative assessment #4
- May Formative assessment #5
- June Post-test in reading (summative)

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.
- Conduct Needs Assessment Surveys
- Facilitate workshops and activities based on the needs identified via parent surveys
- Facilitate Homework Help workshops
- Facilitate workshops that parents understand the format and components of the ELA exam
- Conduct an annual Meet and Greet in which parent learn about the curriculum and expectations in ELA

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.
- Participate in Hiring Fairs sponsored by organizations such as the NYCDOE, Teaching Fellows, Teach for America, etc.
- Advertise positions through the Open Market System
- Assist staff who are not highly qualified by providing them with off and on site professional development in the area in which they are deficient

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.
- RTI –
- KAPPA Cash
- On the Road to Honor Roll
- Quarterly Progress Reports
- Homework
- After-school Programs

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.
- Title 1 school-wide projects (After school program)
- Fair student funding (After school program)
- Contract for Excellence (After school program)
- Title 1 school wide projects (Professional Development)

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

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

By June 2012, 70% of students will perform at levels 3 and 4 in Mathematics

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.

Based on the results of the New York State Mathematics Exam, 64% of the entire school population performed at or above grade level. In grade 5, 62% of the students performed at or above grade level. In grade 6, 69% of the students performed at or above grade level. In grade 7, 65% of the students performed at or above grade level. In grade 8, 60% of the students performed at or above grade level. In 2012, our goal is to compare each cohort to itself, and have at least 70% of each grade perform at or above grade level.

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.

In order to attain this goal, we will use Rally Education (formative and summative assessments) to help student make gains in Mathematics. All students will be given a reading baseline. Rally education will disaggregate the data and provide the school with class, grade and school results. The data from these results will be used to inform instruction. Students will take 5 formative assessments and once again the data will be disaggregated thus providing teachers with current information regarding the progress of students. This data will be used to inform daily instructional practices. At the end of the year, students will take a post test. The results of the post test will be compared to the pretest in order to monitor students' progress by class, grade and school.

Teachers will meet after the administration of each assessment during planning periods with administrators to discuss the strengths and weaknesses of the exam

Timeline for implementation:

- October 2011 Pretest in reading (summative)
- December Formative assessment #1
- January Formative assessment #2
- February Formative assessment #3
- March Formative assessment #4
- May Formative assessment #5
- June Post-test in reading (summative)

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.
- Conduct Needs Assessment Surveys
- Facilitate workshops and activities based on the needs identified via parent surveys
- Facilitate Homework Help workshops
- Facilitate workshops that parents understand the format and components of the Math exam
- Conduct an annual Meet and Greet in which parent learn about the curriculum and expectations in Math

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.
- Participate in Hiring Fairs sponsored by organizations such as the NYCDOE, Teaching Fellows, Teach for America, etc.
- Advertise positions through the Open Market System
- Assist staff who are not highly qualified by providing them with off and on site professional development in the area in which they are deficient

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.
- RTI –
- KAPPA Cash
- On the Road to Honor Roll
- Quarterly Progress Reports
- Homework
- After-school Programs
- Annual Science

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.
- Title 1 school-wide projects (After school program)
- Fair student funding (After school program)
- Contract for Excellence (After school program)
- Title 1 school wide projects (Professional Development)

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

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

To improve and increase students' writing in Science. There will be a 10% increase in the amount of intermediary and extended writing assignments in Science.

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.

Based on the data from the June 2011 state exams, the eighth grade students results were the following:

- Level 1 5%
- Level 2 39%
- Level 3 52%
- Level 4 4%

After careful analysis, it became evident that students were not performing well on the performance section of the exam. As a result, we will be implementing mandatory labs throughout all grades in order to improve student performance. In addition, the daily readings and use of a wide variety of note-taking skills should help students improve in the area of reading and writing.

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.
- Implementation of mini and full labs in Science across all grades
- Implementation of daily reading in Science to improve comprehension and stamina
- Implementation of monthly writing tasks that are standards-based and academically rigorous

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.
- Conduct Needs Assessment Surveys
- Facilitate workshops and activities based on the needs identified via parent surveys
- Facilitate Homework Help workshops
- Facilitate workshops that parents understand the format and components of the ELA exam
- Conduct an annual Meet and Greet in which parent learn about the curriculum and expectations in ELA

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.
- Participate in Hiring Fairs sponsored by organizations such as the NYCDOE, Teaching Fellows, Teach for America, etc.
- Advertise positions through the Open Market System
- Assist staff who are not highly qualified by providing them with off and on site professional development in the area in which they are deficient

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.
- RTI –
- KAPPA Cash
- On the Road to Honor Roll
- Quarterly Progress Reports
- Homework
- Afterschool Programs

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.
- Hiring of 4 Science Teachers – Fair Student Funding, Contracts for Excellence, Title 1 - School Wide Projects
- Purchase of supplies – Title 1 – School wide-Projects, Title 3 – LEP
- Purchase of textbooks - NYSTL

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5	32	12			19	0		0
6	58	41				0	25	0
7	59	39			16	0	17	0
8	58	37				0		0
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Identified Students will be able to participate in an afterschool program designed for remediation in reading and writing. Buckle Down will be used during the afterschool sessions. The sessions will take place twice a week for 90 minutes
Mathematics	Identified students will be able to participate in an afterschool program designed for remediation in Mathematics..Buckle Down will be used during the afterschool sessions. The sessions will take place twice a week for 90 minutes.
Science	An afterschool program for 8 th grade students taking the 8 th grade Science Exam will be offered. The primary identified students will be those who have a failing average in Science. However, the class will be open to all 8 th grade students.
Social Studies	Not-applicable
At-risk Services provided by the Guidance Counselor	<p>At risk students have been identified by the school counselors and the RTI Team. At-risk students have been identified as the following:</p> <p>Students who have percentages below 90%</p> <p>Students who were mandated to attend summer school</p> <p>Students who constantly serve detention</p> <p>These students will meet weekly with the school counselors and/or Dean to receive academic and/or behavioral interventions</p>

	<p>The guidance sessions will focus on: Character development Self-esteem Study Skills Organization Conflict resolution Peer mediation</p>
At-risk Services provided by the School Psychologist	Not-applicable
At-risk Services provided by the Social Worker	<p>At risk students have been identified by the school counselors and the RTI Team. At-risk students have been identified as the following:</p> <p>Students who have percentages below 90%</p> <p>Students who were mandated to attend summer school</p> <p>Students who constantly serve detention</p> <p>These students will meet weekly with the school counselors and/or Dean to receive academic and/or behavioral interventions</p> <p>The guidance sessions will focus on: Character development Self-esteem Study Skills Organization Conflict resolution Peer mediation</p>
At-risk Health-related Services	Not-applicable

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

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

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

PARENT INVOLVEMENT POLICY (PIP) 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 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;

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

KAPPA SCHOOL PARENTAL INVOLVEMENT POLICIES/PROCEDURES

Summary: As demonstrated in our school contract, KAPPA Middle School 215 values all players on the staff, student and parent team. We believe that parents form an indispensable part of this team, as the primary caretakers and first teachers of our students. In addition to the role they serve in reinforcing school policies and expectations, perhaps their most important role consists of the input they give regarding school policies.

Parent Input

We provide various opportunities for parent input including but not limited to, The Parent Association and School Leadership Team. Our parents help develop crucial components of our Comprehensive Educational Plan, serve on grant-writing teams, and help plan and execute many of our special events and fundraisers.

Informing Parents

We believe that informed parents are better able to advocate for their children. With this in mind, we provide our parents with monthly newsletters and calendars. In addition, we created a website that provides daily homework assignments, upcoming events, announcements, confidential advice from the school counselor, and links to additional academic and other resources.

Parent Involvement

At KAPPA, we define parent involvement as far more than the number of parents that attend workshops or events. We address the issue of parent involvement by asking parents to identify their needs and interests, then by working collaboratively with parents to address them in targeted ways. We provide at least one parent workshop per month, on topics suggested by parents. Past workshops have included information about the state math and ELA exams, healthy discipline methods, internet safety, and helping children to be organized. All workshops and workshop materials are translated in Spanish to avoid any barriers of language.

When parents suggested they wanted to see more involvement from male parents, we began hosting our annual Father Daughter Dance. This dance encourages fathers to interact with their daughters and strengthen their bond, while also providing the school with a database of information we use to contact the fathers in the future. We follow this with a Father/Son Game night, where fathers and sons play video games on several large screens in the school cafeteria. Events like these often lead our fathers to participate in other events for the remainder of the school year.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x215 **School Name:** K.A.P.P.A

Cluster: 534 **Network:** CEI-PEA

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to assess K.A.P.P.A's written translation and oral interpretations, data are collected from a wide variety of sources. The Home Language Survey, Emergency Blue Cards and cumulative folders are all used to assess K.A.P.P.A.'s translation needs. Also, we are able to determine this information from parents and families that attend mandatory orientations and open houses. Counselors and administrators will analyze the information provided by parents to determine which languages, school documents addresses and announcements must be translated

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Currently, we have 370 parents of students that attend our school. The home languages spoken, as identified by the RSDS, are Afrikaans (3), Akan (1), Bengali (18), Bambara (3), French (10), Fulani (7), Italian (1), Mandinka (3), Mandarin (1), Niger-Congo (4), English (203), Slovak (2), Spanish (134), Soninke (5), Telugu (1), Twi (9), Wolof (1). Written translations are provided through the NYCDOE and software programs. Oral interpretation is provided by staff and members of the parent community. Findings will be shared at the Parent's Association Executive Board Meeting as well as the general meeting. In addition to oral presentations, findings will be made available in writing and distributed at the upcoming Parent Teacher Conference.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

K.A.P.P.A provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff translates progress reports, at risk forms, field trip notices and any notices and any other documents that are sent home to students' families. Additionally, the ESL teacher looks to the Department of Education website to retrieve common forms and applications that have been translated by the New York City's Office of English Language Learners into various languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

K.A.P.P.A's oral interpretation needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher conferences, IEP meetings, and during meetings for children whose promotion is in doubt.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In addition to the above description of K.A.P.P.A's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellor's regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety, and conduct in their native language.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x215 **School Name:** K.A.P.P.A

Cluster: 534 **Network:** CEI-PEA

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to assess K.A.P.P.A's written translation and oral interpretations, data are collected from a wide variety of sources. The Home Language Survey, Emergency Blue Cards and cumulative folders are all used to assess K.A.P.P.A.'s translation needs. Also, we are able to determine this information from parents and families that attend mandatory orientations and open houses. Counselors and administrators will analyze the information provided by parents to determine which languages, school documents addresses and announcements must be translated.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based upon the data collection and analysis described in the section above, and in the section above and in consideration of demographics, K.A.P.P.A has found that school documents, addresses, and announcements must be translated or interpreted into the following languages: Spanish, Arabic, Bengali, French, Fulani and Mandinka. Written translations are provided through the NYCDOE and software programs. Oral interpretation is provided by staff and members of the parent community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

K.A.P.P.A provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff translates progress reports, at risk forms, field trip notices and any notices and any other documents that are sent home to students' families. Additionally, the ESL teacher looks to the Department of Education website to retrieve common forms and applications that have been translated by the New York City's Office of English Language Learners into various languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

K.A.P.P.A's oral interpretation needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher conferences, IEP meetings, and during meetings for children whose promotion is in doubt.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In addition to the above description of K.A.P.P.A's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellor's regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety, and conduct in their native language.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Christine Etienne

Borough: Bronx District: 09 School Number: 215 School Name: KAPPA

Cluster Leader: Debra Maldonado Network Leader: Ben Waxman Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No Comments:
Parent Activities	<input checked="" type="radio"/> Yes	<input checked="" type="radio"/> No Comments:
Budget	<input checked="" type="radio"/> Yes <input checked="" type="radio"/> NA (Title I SWP)	<input checked="" type="radio"/> No <input checked="" type="radio"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="radio"/> No <input checked="" type="radio"/> Date: 11/21/11 Senior ELL CPS: Christine Etienne		
Additional Comments:		