



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K554

PRINCIPAL: ELVIS ESTEVEZ

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SUPERINTENDENT: TAMIKA MATHESON

## 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	
Hassan EchChaouy	*UFT Chapter Leader or Designee	
Luis Guevarra	*PA/PTA President or Designated Co-President	
Mirtha Franco	DC 37 Representative, if applicable	
Jonathan Laborde	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NONE	CBO Representative, if applicable	
Liza Febo	Member/Parent	
Cynthia Otero	Member/Parent	
Suzzette Simpson	Member/Parent	
Aracelis Abreu	Member/Parent	
Viviana Ferreira	Member/Parent	
Tie-Asia Mobley	Member/UFT	

\*\* 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 must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 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, NYS Accountability report (SQR, SCRA, 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.

### 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], or 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. 5 reports are scheduled for each teacher by June 2013.*

#### **Comprehensive needs assessment**

- As an instructional initiative set by the Chancellor for School Year 2012-13, school administrators will conduct frequent visits to classrooms to observe the delivery of instruction by teachers and provide feedback to teachers. The needs assessment therefore, was directed by the Chancellor to improve instruction.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
  - 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. **Note: for coaching purposes only.**
  - b) Timeframe: September '12 to June '13

#### **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 said initiative.

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

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I               Title IIA               Title III               Grants               Other

If other is selected describe here:

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

All appropriate funding sources of FSF, Title I, etc. are used to pay for the **salaries** of the teachers, administrators and support staff to implement the current instructional program- including two periods a week used for common planning time. No outside providers will be used. Professional Development for administrators will be provided by the NYCDOE and such administrators will turn-key pertinent information.

**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 2013, each Grade Team of Teachers (7 teams in all consisting of an ELA, Math, SS, and Science Teacher) will have evaluated student work from two unit plans.*

**Comprehensive needs assessment**

- As an instructional initiative set by the Chancellor for School Year 2012-13, the school community will evaluate student work throughout the school using unit plans designed by teachers. The needs assessment therefore, was directed by the Chancellor to improve instruction.

**Instructional strategies/activities**

- a) We will utilize the professional development model of group discussion to evaluate student work, taken from Looking Together at Student Work by Tina Blythe et al, as a formalized tool for assessing student work and evaluating the instructional program.
- b) Teachers will present their unit, provide examples of student work, and present a central question for further assistance regarding the process to the staff/administration for recommendations to further develop their units.
- c) Timeline: October 2012 to May 2013

**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. In addition, SLT members will be kept abreast of the progress regarding this goal.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

All appropriate funding sources of FSF, Title I, etc. are used to pay for the salaries of the teachers, administrators and support staff to implement the current instructional program- including two periods a week used for common planning time. No outside providers will be used.

### **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 2013 a minimum of 75% of the June 2015 cohort (i.e. 11th graders as of 7/1/12) will have passed the ELA Regents with a 65% or higher score. (Included in this goal is the expectation that a minimum of 50% of these students will earn a 75% or higher by June 2013 to be considered College Ready).*

#### **Comprehensive needs assessment**

- In reviewing our Progress Report for the past two years, we observed that we needed to improve the yields in the college readiness metrics and the graduation rate. By attempting to address these conditions before students reach 12th grade in any year, we will begin to assure both graduation rates and college readiness for students. The college readiness component correlates to the timeliness of acquired pass rates for students *prior* to entering 12th grade.

#### **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 50 minutes a week of instruction above the required 180 minutes for all students in this cohort in ELA with their ELA teacher. We have observed that more time with their teachers in focused topics related to the Regents has allowed for past success. We expect to implement this same strategy in the current school year.
  - b) Provide an SAT prep course on Saturdays (From January 2013 to May 2013) to assist in strategies regarding grammar, vocabulary and writing mechanics.
  - c) ELA teachers: Ms. Weeks and Assistant Principal Basilotta
  - d) Timeline: September 2012 to June 2013

#### **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..

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

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

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

All appropriate funding sources of FSF, Title I, etc. are used to pay for the salaries of the teachers, administrators and support staff to implement the current instructional program- including two periods a week used for common planning time. Other categories other than salaries: Per session (supervisory and teacher) and Educational Consultant (SAT Prep).

### **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 2013, and with the cohort of students on roster as of 6/19/12, 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; therefore we have set a minimum target of 80% of this cohort of students to achieve the goal for the current school year.

#### **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) 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 and develop an individual program for students to complete in order to graduate on time.
  - b) Our guidance counselor and 12th grade staff coordinate with the Principal regarding the academic progression of each 12th grade student each marking period throughout the year. In addition, we evaluate end-term results of students in need of taking regents and credit accumulation. We therefore, create individualized programs that are customized for each student to ensure high school graduation.
  - c) Timeline: October, December, January, March, May and June.

#### **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 from spring term of their Junior year to the end of 12th grade.

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

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy           Title I           Title IIA           Title III           Grants           Other

If other is selected describe here:

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

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, 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	a) Reading Strategies (grades 6 to 9)  b) SAT Prep	A) Small Group  b) Small group	a) Before the start of school or Saturday (3 hours)  b) Saturday (3 hours)
Mathematics	Math Skills Help from either Impact Math (grades 6 to 8) or Algebra (9th & 10th)	Small Group	During school time 2x a week for middle school, 1x per week for HS.
Science	Living environment Skills help (9th grade)	Small group	After school 1x per week 93 hours)
Social Studies	Global History (10th gr) and US History (11th gr)	Small group	During School time (50 minutes 1 time per week)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	None		

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment: When staff positions become available, we utilize the Open Market system or contacts within education programs of Colleges to fill positions.

Our retention rate: our retention rate for the past 3 years is 100%. The administration celebrates staff accomplishments during professional development at least twice a year.

Assignments: staff members are assigned regarding their state certification.

Professional development: including our weekly common planning time, and activities designed by Central DOE on their website, we encourage teachers to seek opportunities to develop practice or content with professional development opportunities.

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

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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;

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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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- 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; and
- providing guidance meetings with 11th grade parents to ensure dialogue regarding the progress towards high school graduation of students.

### ***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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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.

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 32k554      **School Name:** All City Leadership Secondary School

**Cluster:** 4      **Network:** 404

**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**

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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.

Parents are asked upon entry (either directly or through their children) what is their preferred language of communication. It is entered on ATS. By reviewing the biographical information of all of our students, we can determine what languages are needed to translate documents.

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.

In September, during the Principal - Parent Title I/Special Needs/ELL meeting, the Principal announces the the language(s) to be used for translation purposes.

## Part B: Strategies and Activities

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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.

Spanish is the sole language identified as a need for translation. Using our foreign language department, all documents and meetings are translated into Spanish.

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.

Spanish is the sole language identified as a need for translation. Using our foreign language department, all documents and meetings are translated into Spanish.

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>.

Where appropriate, our school's mission is to ensure a timely communication of information to parents (written or oral). As dynamic as our community can be, we are prepared to utilize the DOE translation unit as needed for languages that may not be readily available to us in the form of translation services.