



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** RED HOOK NEIGHBORHOOD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K676

PRINCIPAL: ROCHEL BROWN

EMAIL: RBROWN24@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

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

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Rochel Brown	*Principal or Designee	
Katrina Gordon	*UFT Chapter Leader or Designee	
LaKisha Brown	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QR pg. 6 Enhance the level of feedback to teachers to include targeted next steps, professional development supports, and a timeline for re-evaluation.**

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  x   2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013 improve teacher effectiveness by developing a shared understanding of instructional excellence to positively impact student achievement resulting in more cycles of classroom observation and feedback using a research based rubric that articulates clear expectations for teacher practice.**

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) Timeline for implementation.

Strategies / Activities

**A) The following activities will be used to improve teacher effectiveness which has a direct impact on all student groups.**

- Administrators will engage in more cycles of classroom observation and feedback using Enhancing Professional Practice by Charlotte Danielson a research based rubric that articulates clear expectations for teacher practice including Questioning & Discussion Techniques, Designing Coherent Instruction, and Using Assessment in Instruction as aligned the NYC Instructional Expectations. (CIE) A research-based rubric (Danielson) will be used for developing all teachers. The focus will be on 3b: Questioning & Discussion Techniques, 1e: Designing Coherent Instruction and 3d: Using Assessment in Instruction as indicated in the city wide instructional expectations.
- PD 360 and observation 360 both web based professional development and observation tools will be utilized to provide more frequent feedback from administration to staff members as well as track observations completed by administration and the staff developer. PD 360 will also be utilized to provide differentiated professional development to staff through the use of online professional development and research based articles. The program also has a built in tracking mechanism to monitor the progress and usage of individual staff members ‘use of the site.
- Principal and Assistant Principal will conduct formal teacher observations as well as a series of short frequent cycles of classroom observations for each teacher using selected components of a research-based rubric to provide meaningful feedback. School leaders will set up and follow a schedule for teacher observation and feedback using a research-based rubric. (Danielson)
- The Staff Developer will also visit classrooms regularly to provide assistance to individual teachers as needed.
- As a school we will participate in Network sponsored workshops regarding the teacher effectiveness initiative to develop a common understanding of the Danielson Framework for effective teaching. Network support team will model classroom visitations with a core group of staff member utilizing the Danielson Framework to identify instructional areas of strengths and weaknesses as observed in classrooms.

- The core group of staff members will form instructional teams to conduct focused walkthroughs of classes and share their observations with the remaining staff during staff conferences where instructional goals will be determined as well as next steps.
  - Professional development committee develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric.
- B) The key personnel involved and resources used to implement these strategies as described above are listed below:
- Principal
  - Assistant Principal
  - Staff Developer
  - Network Support – Achievement Coach
  - Teachers
  - PD 360 Online Professional Development
  - Observation 360 Web based observation Tool
  - Text – Enhancing Professional Practice by Charlotte Danielson
  - Text – Implementing the Framework for Teaching and Enhancing Professional Practice action Tool
- C) Targets to evaluate the progress, effectiveness and impact of the strategies and activities are listed below.
- Teacher effectiveness will be measured by the NYC School Survey results: 70% of teachers agree that school leaders give them regular feedback about their teaching. Observation reports, and research based rubric and feedback forms will be utilized to monitor and track teacher progress throughout the school year.

**Timeline: September thru June**

**Budget and resource alignment**

- Indicate your school's Title I status: xxSchool 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 IA       Title IIA       Title III       Set Aside       Grants      Other-describe here: \_\_ Contracts for Excellence \_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal and human resources will be combined to support this goal. These funds will be utilized in the following ways:

**Title I, Tax Levy, Contract for Excellence, and NYSTL**

- Salary of Staff Developer
- 45% Title I SWP & 55% Tax Levy )
- Purchase of Textbooks for Administration and all Teaching Staff as related to the Danielson Framework and the use of data to drive instruction
- 25 staff members each requiring a text at an average cost of \$ 50. Each totaling TL \$6250.)
- Maintain small class sizes on all grades
- Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards
- Supervisor per session for administrators 400 hours at the current contractual rate Contract for Excellence & TL \$15,100 and \$2500 Priority Focus
- Teacher per session for 25 teachers for a minimum of 15 hours each teacher totaling Contract for Excellence \$ 12,000.

- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff ( Priority Focus \$ 6000.)
- OTPS to purchase general supplies as needed to support the implementation of the CIE as related to teacher practice and the provision of feedback by administration.  
(chart tablets, markers, printer ink and toner, copy machine rental, computer maintenance, copy paper, notepads, notebooks, projector bulbs, etc TL\$ 20,000)

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QR pg 5. Develop a common protocol for the use of rubrics across grades to expand the analysis of student progress and more clearly identify trends.**

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 3.2 Enacted curriculum

\_\_\_\_\_ 3.4 Teacher collaboration

\_\_\_\_\_ 3.3 Units and lesson plans

  X   3.5 Use of data and action planning

**Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Address the needs of P.S. 676 students through an effective ELA program to result in an overall gain of at least 7% of students achieving at or above grade level on the NYS ELA exam by June 2013.**

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**A) Strategies/activities that encompass the needs of identified student subgroups are listed below,**

- Continue the use of Harcourt “Story Town reading program for ELA instruction in grades K – 5
- Use Wilson Foundations word study program for early literacy instruction in Pre K and in AIS for ELL and SETS students
- Teachers will use balanced literacy instruction in all grades with an ELA instructional block and implement Daily 5 in all classrooms to develop students’ stamina
- Utilize 50 minutes small group instruction twice weekly to focus on skills development and remediation
- Professional development in grade team meetings will focus on balanced literacy aligned with “Story Town” development
- Utilize holiday breaks for extended time programs for instruction in ELA for students in need of AIS services to foster additional targeted instruction based on assessment results.
- Teachers will participate in grade level inquiry teams on a weekly basis to develop protocols for looking at student work. This information will be maintained in a school wide inquiry binder.
- Teachers will work with the Staff Developer to develop rubrics for at least six units of study for each grade level. These rubrics will be applied to assess student work and plan targeted next steps to increase student achievement

**B) The key personnel involved and resources used to implement these strategies as described above are listed below:**

- Principal
- Assistant Principal
- Staff Developer

- Network Support ELA Professional Development Sessions
- Teachers
- Harcourt Student Textbooks and Teacher Guides
- Harcourt Unit Exams
- ITA Benchmark Assessments
- Fountas and Pinnell Running Record Assessments
- Wilson Foundations
- Pearson Grade Assessment Pilot in Grades 1 – 2 (ELA Exam)

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- Use information culled during weekly inquiry team meetings to address areas of need based on classroom observations, student assessment results including GAP analysis and interim assessments.
- Administration and teachers will utilize various assessment tools to determine strengths and weaknesses of students ( Fountas & Pinnell running records, Reading Assessment Inventory, Teacher made exams, interim assessments)
- Internal(school generated) benchmark assessments will be administered to students and progress will be tracked weekly and semi monthly
- Teachers will maintain assessment binders to organize, collect, and store student assessment data
- Pearson Grade Assessment Pilot in Grades 1 – 2 (ELA Exam)

**Timeline: September - June**

**Budget and resource alignment**

- Indicate your school’s Title I status: X  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 IA       Title IIA       Title III       Set Aside       Grants      X Other-describe here: Contracts for Excellence \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal and human resources will be combined in order to meet this goal.

**Title I, Tax Levy, Contract for Excellence, Priority Focus, and NYSTL**

Purchase textbooks, consumable texts, periodicals, and other curriculum materials including teacher’s guides and assessment materials \$

Purchase interim assessments to aid in monitoring the progress of students throughout the course of the school year.

Maintain small class sizes on all grades

Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops

Fund per session hours for administration, teachers, data specialist, and paraprofessionals to plan for, facilitate, and attend professional development before or after school and on weekends as related to the NYC Instructional Expectations and the implementation of the Common Core Learning Standards

- Supervisor per session for administrators 400 hours at the current contractual rate \$13,600

- Teacher per session for 25 teachers for a minimum of 10 hours each teacher totaling \$ 10275 Priority Focus.
- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops  
\$ 4067 (24 days) Priority Focus
- Student Text books and related technology 100% NYSTL funds
- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff\$ 6000
- OTPS such as chart tablets, student notebooks, overhead projectors, document readers, and other equipment as needed to enhance and enrich the academic curriculum  
\$2500 Priority Focus

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QR pg 4. Deepen the alignment of the taught curriculum to the rigorous demands of the Common Core Learning Standards and increase higher order thinking.**

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013 students in grades Pre K – 5 will complete a minimum of 2 common core aligned ELA and Mathematics tasks. These tasks will be interdisciplinary in nature and inclusive of the Social Studies and Science curriculum**

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- **A) By 2014 all students are expected to meet the Common Core Learning Standards. Therefore, the following strategies/activities that encompass the needs of K676 students will be utilized/implemented.**
- Teachers will develop a minimum of two Common Core-aligned units of study in ELA that incorporates opportunities for students to conduct research and use supporting evidence as required according to the NYC Instructional Expectations.
- Teachers will develop a minimum of two Common Core aligned tasks in mathematics that incorporates opportunities for students to solve authentic real world mathematics problems as required according to the NYC Instructional Expectations.
- Teachers will develop collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments as well as multiple entry points for students..
- Teachers will incorporate the Social Studies and Science core curriculum as a basis for research in these tasks
- Teachers will participate in grade level inquiry teams on a weekly basis to develop protocols for looking at student work. This information will be maintained in a school wide inquiry binder.
- Teachers will work with the Staff Developer to develop rubrics for at least six units of study for each grade level. These rubrics will be applied to assess student work and plan targeted next steps to increase student achievement
- **B) The key personnel involved and resources used to implement these strategies as described above are listed below:**
  - Principal
  - Assistant Principal

- Staff Developer
- Network Support ELA & Mathematics Professional Development Sessions
- Teachers
- Student Textbooks and Teacher Guides
- Periodicals and News magazines

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- Teachers will meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
  - Teachers will meet bi-weekly in grade teams to develop a rubric to assess the use of evidence to support a claim in the areas of ELA and mathematics
  - Teachers will meet bi-weekly in grade teams to develop a rubric to assess the use of mathematical evidence to support responses
  - Student data will be measured by a comparison of assessment data from CCLS Task I to CCLS Task two it is expected that at least 75% of students will move up at least one level based on rubric scores. The Gap analysis tool will be compared from task to task to measure improvement of targeted skills in need of improvement from task 1 to task 2.
  - Teacher-developed tasks and rubrics aligned to the Common Core (used for pre- and post-assessments), along with samples of student work.
- Gap analysis using a common core aligned rubric will be completed to address specific skills as related to students' needs. This will be completed during grade meetings.

**Timeline: September to June**

**Budget and resource 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.  

<input checked="" type="checkbox"/> Tax Levy	<input checked="" type="checkbox"/> Title IA	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title III	<input type="checkbox"/> Set Aside	<input type="checkbox"/> Grants	<input checked="" type="checkbox"/> Other-describe here: _____ Contracts for Excellence
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**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Fiscal and human resources will be combined in order to meet this goal. Funds will be used to provide professional development to staff members to improve teacher knowledge of the Common Core Standards and instructional shifts as related to student performance expectations as well as to provide professional development to maximize the use of instructional materials and incorporating the standards into instructional practice.

**Title I, Tax Levy, Contract for Excellence, Priority Focus, and NYSTL**

- Purchase textbooks, consumable texts, periodicals, and other curriculum materials to be utilized by students and staff. TL \$ 5000.
- Purchase interim assessments and benchmark exams to aid in monitoring the progress of students throughout the course of the school year. TL \$ 500.
- Maintain small class sizes on all grades
- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops (5 Teachers for 6 days) at contractual rate TL \$ 5000.
- Fund per session hours for administration, teachers, and paraprofessionals to attend professional development before or after school and on weekends

- Fund per session hours for administration and other staff members to prepare and turn key information in workshops as related to the CIE TL \$ 4000. and ARRA \$ 4100.
- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff see above (\$ 6000.)
- OTPS such as chart tablets, student notebooks, overhead projectors, document readers, and other equipment as needed to enhance and enrich the academic curriculum\$ 4000.
- Purchase library books and related materials to support the implementation of the CCLS NYSTL Library Books \$ 1181.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QR pg. 4. Maintain Grants and partnerships bring opportunities for social, emotional, artistic, and academic growth to students, expanding their view of the world and enhancing college and career potential.**

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**Cultivate partnerships with existing community organizations to create continued opportunities for social, emotional, academic and artistic growth to allow opportunities for students to become college and career ready as indicated in the common core standards to yield a decrease of at least 5% of reported incidents at the school..**

**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) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**A) Strategies/activities that encompass the needs of identified student subgroups are listed below,**

- Red Hook Neighborhood School has partnered with several community based organizations including but not limited to:  
Good Shepherds Services which is housed within the school and provides afterschool homework assistance, family counseling services, and other student support services.  
Community Word Project which supports students in the classroom with meeting the State standards in literacy through writing, drama, and spoken word activities  
Seeds To Trees – Citi Parks Foundation – supports children in the classroom through inquiry based hands on science activities as well as professional development for staff.  
Food Bank of NYC Cook Shop Classroom supports children and families in the area of health and nutrition and mathematics by providing mathematics instruction and nutritious meals prepared at school for families as well as professional development for staff members.  
Counseling services, speech, OT/PT support services are provided to students and service providers meet monthly with classroom teachers to discuss student progress. All grades Pre K - 5 will participate in an arts or academic residency to enrich the core curriculum in one or more of the five core academic areas of study.
- Secure a grant to reduce the cost of a continued partnership with Studio in A School Art in Healthy Living program, and studio art to expose students to food and food careers as well as careers within fine arts.
- Secure grant to reduce the cost of a continued partnership with Community Word Project to encourage social and positive emotional student to community interactions as well as enrich the social studies and ELA curriculum through dance, writing, and spoken word.
- Partner with Prospect Park Alliance Seeds to Trees to enrich the science curriculum and provide exposure to careers in science for students and parents

- Partner with the Guggenheim Museum to increase student and parent exposure to cultural institutions in and around NYC
- Collaborate with Good Shepherds Services to provide social and emotional support to students and their families
- Incorporate ALL Leap program to increase the level of movement involved in the instruction of ELA in order to increase student achievement levels.

**B) The key personnel involved and resources used to implement these strategies as described above are listed below:**

- Principal
- Assistant Principal
- Staff Developer
- Teachers

Residency personnel as listed above

**C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- Utilize data from the online occurrence reporting system to track the number of incidents within the school to measure the impact of grant funded programs on student incidents involving students and their parents
- Utilize School Survey results to monitor parent satisfaction with the Arts and cultural programs offered at our school as provided through the many partnerships and residencies. State ELA, Mathematics, and Science exam scores will be used to measure the impact of these partnerships on student achievement in ELA, Mathematics, and science as a result of these collaborations

**Timeline September - June**

**Budget and resource 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 IA       Title IIA       Title III       Set Aside      x Grants      Other-describe here: Contracts for Excellence  Excellence

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal and human resources will be combined in order to meet this goal.

**Title I, Tax Levy, Contract for Excellence, Priority Focus, and NYSTL**

- Salaries of substitute teachers who provide coverage for Teachers to attend professional development workshops (5 teachers for 6 days))TL \$5000.
- Fund per session hours for administration, teachers, and paraprofessionals to attend professional development before or after school and on weekends see above goal 3
- Fund per session hours for administration and other staff members to prepare and turn key information in workshops as related to the CIE see above goal 1
- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff see goal 1 above
- OTPS such as chart tablets, student notebooks, overhead projectors, document readers, and other equipment as needed to enhance and enrich the academic curriculum TL \$ 5000.
- Purchase textbooks, consumable texts, periodicals, and other curriculum materials to be utilized by students and staff.
- Purchase interim assessments to aid in monitoring the progress of students throughout the course of the school year. TL \$ 500.
- Maintain small class sizes on all grades
- Purchase materials and supplies for use with families TL \$ 500.
- Fund the cost of partnerships and residencies to provide arts instruction to all students and professional dev elopement for staff and families. Priority focus \$ 20,000

- Fund the cost of Educational Consultants for the duration of the school year to provide professional development to teachers and administrators as well as deliver services to students and their families. Priority Focus \$ 5000.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QR pg. 4 Maintain high expectations for all members of the school community by creating a clear vision of academic success with significantly higher levels of achievement for all students.**

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013 achieve a minimum of 10% parent/ family participation in 7 of 10 planned monthly activities**

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based 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.

**A)Strategies/activities that encompass the needs of identified student subgroups are listed below,**

- Convening monthly meetings of the general Parent Teachers Association and the School Leadership Team
  - Meetings of standing PTA committees and School Leadership Team Committees
  - General meetings called by the school in order to maintain open communication with the parents and monitor their concerns, interests, and needs
- Establish clear and consistent communication with the parents through letters, email, and phone calls to encourage regular discussion about participation in school programs, students' academic success and behavior management. This communication will be in alternate languages as appropriate and necessary and shall stress the importance of communication between home and the school.
- Provide parents with an alternate means of communicating with the school via a suggestion box, and an open door policy to administration.
- Provide all families with a copy of the Parent Involvement Policy in English and other appropriate languages and its inherent School –Parent Compact component.
- School messenger alerts families of special events at school via telephone.
- Continue to distribute Monthly calendar of school wide events and parent meetings as well as newsletter to summarize what's happening within the school and how parents can become involved.
- Family First Friday monthly to encourage parents to participate in a learning activity with their child. Parents and children have breakfast together in the classroom and the parent gets to experience how students begin their day at school.
- Maintain a consistent Parent Teacher Association. Staff Developer and other staff members will collaborate with the Parent Coordinator to conduct monthly parent

meetings around instructional expectations including but not limited to the core subject areas, promotional criteria, as well as how families can provide support at home

- Monthly Family workshops and other events to foster positive relationships between school and home and increase awareness that a students' success at school is the responsibility of both caregivers and school based staff.
- Curriculum open house/orientation for all grades Prek – 5 will be held twice yearly so that parents can monitor the progress of the school from the fall to the spring of the year.

**B) The key personnel involved and resources used to implement these strategies as described above are listed below:**

- Principal
- Assistant Principal
- Staff Developer
- Teachers
- Parent Coordinator
- Parents/Guardians

**C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**

- A Parent Involvement committee led by the Parent Coordinator was formed and works in collaboration with the PTA Executive Board to schedule monthly school wide events for family participation.
- Attendance sheets from hosted events
- School Parent survey 80% of parents are satisfied with the school in the areas of safety, the arts, communication, and curriculum.

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants      X Other-describe here: Contracts for Excellence \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Fiscal and human resources will be combined in order to meet this goal.

**Title I, Tax Levy, Contract for Excellence, Priority Focus, and NYSTL**

- Maintain school partnerships and residencies that provide instruction in the performance and visual arts See above goal 3
- Provide professional development workshops to families to foster the school parent partnership See above goal 3
- Fund the Parent Coordinator Position TL21,300
- Purchase materials and supplies for use with families Priority Focus \$ 1953.
- Purchase equipment to aid in the support of school parent communication Title I SWP \$ 1998.
- Fund per session hours for administration, teachers, to plan and facilitate professional development before or after school and on weekends See above goal 2 and goal 3

- Fund per session hours for administration and other staff members to prepare and implement out of school time events and activities See above goal 2 and goal 3
- Fund PD 360 and Observation 360 web based professional development and observation tools for use by teachers and administrative staff See above goal 2 and goal 3
- OTPS such as materials for the arts, chart tablets, student notebooks, overhead projectors, document readers, and other equipment as needed to enhance and enrich the academic curriculum See above goal 2 and goal 3

**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	AIS will be provided using Wilson Foundations , Harcourt Story Town intervention,	Small group, one to one, tutoring	Services will be provided during school, after school, on holiday breaks, and Saturdays. Students will receive these services weekly throughout the school day and twice weekly during afterschool.
Mathematics	AIS will be provided using Marilyn Burns Do The Math and Envision Math.	Small group, one to one, tutoring	Services will be provided during school, after school, on holiday breaks, and Saturdays. Students will receive these services weekly throughout the school day and twice weekly during afterschool.
Science	Hands on science instruction will occur using FOSS and Harcourt for science investigations.	Small group, one to one, tutoring	Services will be provided during school and after school. Students will receive these services weekly throughout the school day
Social Studies	AIS will use reading in the content area through Historical Fiction and Nonfiction text. Students will use role play, video, and computer software to reinforce content.	Small group, one to one, tutoring	Services will be provided during school and after school. Students will receive these services weekly throughout the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Using directional therapy students enhance academic and focusing skills as they complete assigned tasks. Cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs for girls or boys will be used to facilitate peer mediation.	Small group, one to one, tutoring	Services will be provided during school hours Students will receive these services weekly throughout the school day

**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 efforts begin in the spring and continue until all vacancies are filled. A team consisting of UFT members and administration is formed to interview all candidates for teaching positions.

All candidates are pre screened through NYCDOE and certified as eligible for hire.

Once invited for an interview candidates are put through a rigorous selection process which includes an interview by the school's hiring committee and a demonstration lesson. Candidates are also required to make a portfolio presentation to detail their teaching experience.

Successful candidates that make it through the interview process will have their references checked and once hired be assigned to a mentor to become acclimated to the school community.

The BEDS Survey is completed yearly to ensure that each teacher is teaching within his \ her license area.

Professional development for staff is provided both in the classroom and outside of the classroom to minimize teacher absence due to attendance at professional development meetings. Professional Development opportunities for administrators will be offered and through CFN 408 and the NYC Leadership Academy then utilized in the areas of Differentiated Instruction, Team Building, Data Interpretation, Quality Review, Chancellor's Regulations, and Inquiry Process

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

***SCHOOL-PARENT COMPACT***  
***REQUIRED OF ALL SCHOOLS***  
***MAY BE LAST YEARS BUT MUST BE UPDATED***

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



**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.**

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** \_\_\_\_\_ **School Name:** **Red Hook Neighborhood School 676I**

**Cluster:** **1** **Network:** **110**

**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.

In order to assess our 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 we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs for the Language allocation Plan for the school. The parent team and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Our school is located in Red Hook an underprivileged section of Brooklyn. The community consists of a predominately African American (African Diaspora) and Hispanic population. Approximately 15% of our students are recent immigrants. The majority come from Puerto Rico and the Dominican Republic. The school is comprised of 53% Blacks, 40% Latino and 7% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language group is Spanish. We recently admitted a student whose family speaks Arabic and three students that just immigrated from China.

## 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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish and Haitian Creole. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into the following languages: Chinese, Spanish and Arabic. ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff, parent volunteers and the Language Interpretation Unit as needed. Teachers, paraprofessionals and school aides who are native speakers will translate these documents as a needed basis. Also, we plan to have interpreters in Spanish, Arabic and Chinese. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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.

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak Haitian Creole and Spanish. Since the major language group is Spanish, we have teachers to interpret in Spanish during school activities. The notices announcing special events will be translated into the parents' preferred native languages, and interpreters will be available to answer any questions that the parents may ask upon request. We utilize the Language and Interpretation Unit for written translation and oral interpretation services. This will enhance parents' understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We, teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee, parent volunteer or translator so that translation services will be provided. As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars' and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: \_\_\_\_\_ School Name: **Red Hook Neighborhood School 676I**

Cluster: **1** Network: **110**

**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.

In order to assess our 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 we used classroom surveys. Classroom surveys give us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs for the Language allocation Plan for the school. The parent team and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Our school is located in Red Hook an under resourced section of Brooklyn. The community is a minority population. Consisting of mainly Blacks and Hispanics. Approximately 15% of our students are recent immigrants. The majority come from Puerto Rico and the Dominican Republic. The school is comprised of 53% Blacks, 40% Latino and 7% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Spanish. A recent family that speaks Arabic and three students with families from China.

## 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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish, Mandarin and French. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Chinese and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will translate these documents as a needed basis. Also, we plan to have interpreters in Spanish, French and Chinese. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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.

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak French, Haitian Creole, Spanish and Chinese. Since the two major language groups Spanish and Chinese, we have teachers to interpret in Spanish and Chinese during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services.