



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: SCHOOL FOR INQUIRY AND SOCIAL JUSTICE**

**08X337**

**PRINCIPAL: ANDREA CYPYRS**

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**SUPERINTENDENT: TIMOTHY BEHR**

**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](#).

Name	Position and Constituent Group Represented	Signature
Andrea Cyprys	*Principal or Designee	
Ira Hart	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Miguelina Valdespino	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Lenora Sealey	CBO Representative	
Almoree Hercules	Member/ UFT	
Joshua Partridge	Member/ UFT	
Denise Pogue	Member/ UFT	
Timothy Opium	Member/ Administrative	
Mercedes Lopez	Member/ Parent	
Kimberly Beauchamp	Member/ Parent	
Jeanette Sanchez	Member/ Parent	
Erick Sanchez	Member/Parent	
Iluminada Ramirez	Member/Parent	
	Member/Parent	
	Member/Parent	

\*\* 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**

- Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments

#### **Comprehensive needs assessment**

- This goal was based upon the NYS list of schools in need of improvement for the 2011-2012 school year which indicated that our school did not meet its target for that school year. Our school has since made AYP and is now listed as in good standing.
- Data for these students was analyzed to determine and target specific intervention strategies.

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

- The following strategies will be implemented:
- Data will be reviewed for all students with disabilities. This data will be broken down by the performance level of each student.
- Specific student needs will be targeted and, each student will be assigned additional AIS, RTI, push in/pull out services.
- Students will be assessed on a weekly basis to assess progress.

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

- Parent Teacher Conference dates have been changed for MS 337 students. This allows our school to designate a date when only our parents will be in the building. The Fall conference was held 11/27/12 and we saw a 60% increase in parent participation.
- We have instituted several engagement activities for parents/guardians to increase and encourage parent participation.
- MS 337 has purchased the Discovery EducationCity.com. This is an internet program designed for students to work at their own level in the content areas. Parents are assigned a password which allows them to log in at home and work with their children.
- Milestones has also been purchased to address the needs of these students.
- The school has and will provide professional development for parents and students.

#### **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**

- MS 337 is a SWP Conceptually Consolidated school. Budget is allocated and spent in accordance with Federal, State and City guidelines. Funding is drawn from both Tax Levy and, Title I Funding streams.

## **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, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.**

### **Comprehensive needs assessment**

**In the 2011-2012 school year we began our pilot Response To Intervention team for grade 6. The program will now encompass grades 6 & 7. This team will continue work to identify student problems involving academic, social and emotional development, as well as strategies to provide improved instructional quality**

### **Instructional strategies/activities**

**By June, 2013:**

- **We will have a 6<sup>th</sup> and 7<sup>th</sup> grade RTI team & operating procedures.**
- **Incoming 6<sup>th</sup> grade students will be screened for appropriate services in conjunction with their strengths and weaknesses.**
  
- **Assess the effectiveness of the Tier II intervention plan making the necessary adjustments based upon available Data.**
- **RTI team will expand RTI professional development throughout the year and turnkey to staff.**
- **Assess Operating Procedures.**
- **Continue the RTI team meetings.**
- **The RTI team will meet to examine data to identify students' progress in the areas identified as strengths and weaknesses.**
- **Based on that data, the effectiveness of the RTI team and the programs, strategies, materials, groupings and delivery will be assessed and modified where necessary.**
- **RTI team will examine researched based teaching strategies and provide meaningful feedback to teachers based upon based upon data and observations.**
- **Continue screening procedures.**
- **Provide training of screening tools and interpretation of results.**
- **Conduct monitoring of at-risk students to inform instructional effectiveness and/or the need for changes in instruction.**

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

- **Parents will be provided with Professional Development via a series of workshops. Targeted workshops will inform parents about RTI (Response To Intervention), what parents can do to help their children succeed.**

**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**

**MS 337 is conceptually consolidated SWP program. All funds are allocated and spent in accordance with current DOE , State, Federal and City guidelines.**

**RTI team will expand RTI professional development throughout the year. You may mention that Title 1 funds will be used to expand our RTI programs etc.**

### **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, The school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams***

#### **Comprehensive needs assessment**

- Analyzing student assessment data has allowed MS 337 to determine strengths and weaknesses' and, has provided a baseline to correlate specific students and teachers.

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

Through continued awareness and utilization of the Sheltered Instruction Observation Protocol (SIOP), teachers will become more effective in

instructional practices that result in the enhancement of language learning proficiency of all students.

The SIOP model will be enhanced and expanded in conjunction with both network and school professional development. Content area planning will reflect all components of the SIOP model in conjunction with the CCSS.

- Creation of a professional development team from the UFT Teacher Center site committee, to provide ongoing SIOP training.
- CFN sponsored professional development in year II SIOP training.
- Continued implementation of the SIOP model into curriculum & instruction in all classrooms.

#### **Differentiate SIOP training based on teachers' needs & experiences**

- School PD, Site Committee & team meeting agendas.
- School 2012-2013 professional development plan
- Representative attendance at Network led professional development opportunities
- SIOP teacher created content area lesson plans
- SIOP procedures and protocols
- Informal and formal observations
- Use of 99 Activities SIOP manual.

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

- We will continue our workshops for parents centered around "How To Help My Child Succeed"

**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**

- **MS 337 will utilize both Tax Levy and Title I dollars to fund the program as we did not meet the minimum number of students required to receive Title I funding.**

### **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, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.**

#### **Comprehensive needs assessment**

**We continue to collect and analyze student data on a periodic basis, to ensure mastery of skills needed so that English Language Learner (ELL) students will move at least one language acquisition level.**

#### **Comprehensive needs assessment**

**As a support for teachers the inter-visitation team was designed to work collaboratively using Webb's Depth of knowledge and low inference transcriptions to help teacher develop more effective questioning and discussion techniques.  
CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

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

**The Inter-visitation team is made up of 4-6 teachers encompassing all three grades. Teachers selected participate in a multi-step process.**

**Step 1: Selecting focus group of teachers to join in collaboration**

**Step 2: Selected teachers are invited into the process and create specific goals for the professional growth**

**Step 3: After meeting with selected teachers, Questioning and discussion techniques was chosen as the focus based on goal setting conversations.**

**Step 4: An inter visitation schedule was set-up**

**Step 5: Team member observe teachers and take low inference notes on the lesson, focusing specifically on questioning and discussion techniques.**

**Step 6: The team sits with the transcription and review the lesson and chooses several questions to discuss with the teacher.**

**Step 7: The inter visitation team meets with the teacher and provides feedback for the lesson and collaboratively both parties work together with Webb's depth of Knowledge to develop selected questions and discussions.**

**Step 8: The group works collaboratively and looks at the teacher's next lesson's questions and together they work on making selected question more effective.**

**Step 9: The inter-visitation re-visits the teacher and continues the low inference process to look for implementation.**

**Instructional strategies/activities**

- Provide diagnostic and periodic assessments to evaluate whether students know the planned skills and concepts of Milestone.
- Assessments will be used to determine the needs of each ESL student for additional instructional support.
- Provide technology support using Education City to increase student phonemic awareness and word recognition.
- Provide extended day additional services for each student using the Common Core Clinics textbooks which focus on informational text.

**Strategies to increase parental involvement**

- Regular parent progress reports. Class celebrations, multicultural dinner. Workshops provided by Parent Coordinator. NYSABE Conference.

**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**

The services of Two ESL/ELL teachers and one Bilingual paraprofessional are utilized to support and instruct our current ELL population. Students receive instruction in a small group setting. Teachers and paraprofessional are directly supported by our Literacy Coach/ESL coordinator and Special Education liaison. Additional program support is provided by Pearson specifically in the SIOP (Sheltered Instructional Observation Protocol) which all staff has been receiving ongoing professional development for the past two years.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

**By June 2013, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.**

#### **Comprehensive needs assessment**

Parent involvement has been a problem over the past three years. Multiple efforts to engage parents have met with mixed results. Changes in meeting times and the offering of incentives to increase participation are new strategies we will try.

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

we changed our Parent Teacher Conference date for the Fall semester. A significant increase in parent attendance was noted. Parent/student incentives are being offered to increase participation  
Survey results are being analyzed to address areas of concern expressed by Parents and Students.

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

- Parent/student incentives are being offered to increase participation
- We have requested a change of date for the Spring Parent Teacher Conference.
- Active involvement of the Afterschool program to encourage parents by hosting Family Nights and trips with students.

#### **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     x   Other

If other is selected describe h

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

- Ongoing work of the Parent Coordinator  
Title I funds for Parent Involvement (1%) will supplement this work. Parent Coordinator is also allocated a small budget to assist in parent outreach .

**ACADEMIC INTERVENTION SERVICES (AIS)**

Our AIS (Academic Intervention Services) service students who are experiencing academic difficulties. AIS provides remediation to students in a small group/1:1 setting. The selection of instructional techniques is based upon the students’ capabilities, learning style, interests etc.

Students are identified through a matrix which includes teacher recommendation, skills analysis, class achievement and standardized test results. Our AIS program provides reinforcement experiences using high interest materials which parallel regular academic instructional program. A variety of basic and supplementary instructional resources are used depending on the specific learning deficiencies of the individual student/group.

Currently, 131 students are being served. 37 student in mathematics and 54 in ELA.

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	<p><b>12 reading comprehension strategies:</b> writing short and extended responses, grammar, spelling.            Materials: Brigance, Keep on Reading G6,7,8(Pearson)Mastering the Standards G6,7,8, Triumph, Practicing Comprehension(Random House) Levels 3-8</p>	1:1, small group(3:1)	During the day in push in pull out model. Afterschool, early morning(before school)
Mathematics	<p><b>Fluency</b> in basic operations of whole numbers, fractions, decimals, positive/negative numbers.  <b>Algebra</b> – and two step equations</p>	1:1, small group (3:1)	During the day in push in pull out model. Afterschool, early morning(before school)

	Problem solving <b>Proportions</b> <b>Memorize</b> core functions/basic concepts <b>Reinforce</b> core curriculum concepts		
Science	<b>Reinforce science concepts.</b> Preparation for practical science exam	1:1, small group (6:1)	During the day in push in pull out model. Afterschool, early morning(before school)
Social Studies	Same strategies as ELA. Use of historical articles, novels/nonfiction	1:1, small group (6:1)	During the day in push in pull out model. Afterschool, early morning(before school)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Mediation, 1:1 Paraprofessional support	1:1, 1:3,	During the day as needed. Afterschool services provided by guidance counselor

### 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.

MS 337 has a detailed, extensive hiring process. Candidates are recruited via Hiring Fairs, New York City Teaching Fellows (NYCTF) colleagues, collegiate partners (CCNY, Hunter College, St. John's, Columbia University, Manhattanville College, Fordham University) and staff recommendations. Potential candidates are first interviewed by the school administrators. Suitable candidates are then observed teaching a demonstration lesson. An additional feedback session and team interview is then conducted before a formal offer is made. Professional development for all new staff and current staff is conducted during the summer. All new hire candidates are paired with experienced 337 staff in their content/grade areas.

Additional Professional Development is conducted during the school year. MS 337 schedules 6 Professional development half days during the school year (Calendar Change Request). This is in addition to the mandated full day professional development days scheduled by the DOE. Additional support is provided via programmed grade level and content area meetings with the principal and coaching staff.

New teachers are matched with experienced teachers for support/mentoring in their content areas. Additionally, there are weekly meetings with the school administrators to discuss progress and concerns. Additional support is provided by the inter-visitation team. Formal and informal observations are conducted for all staff on a scheduled basis.

All Staff are encouraged / recommended to advance their professional resume via programs/classes provided by our Network (CEI-PEA) and collegiate partners.

MS 337 received its fifth A in a row for the 2011-2012 school year. Additionally, we have been listed as a Well Developed school for the fifth year in a row. The team has analyzed the data to assess progress towards the 2011-12 goals. This could only occur with the dedication of High Quality Staff, dedicated parents and students.

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## **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- We have maintained the position of Parent Coordinator to serve as a liaison between the school and families. Our Parent Coordinator has ten years' experience dealing with parents and students in grades PreK-12. He has provided parent workshops based on the assessed needs of the parents of children who attend our school and continues to work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintains a log of events and activities planned for parents each month and files a reports with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

- During the 2012-2013 school year, MS 337 held its parent teacher conference on November 27, 2012. This was one week after the NYC scheduled conferences held citywide. This change produced a very high turnout of parents when compared to prior years' attendance. We will hold our Spring Parent-Teacher conferences on March 7, 2013. This allows our parents to attend without scheduling conflicts when they have more than one child attending school. Additionally, it avoids the overcrowding that has occurred in the shared campus building. Each semester children's achievement will be discussed as well as how this Compact is related regarding;
- 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.**

## Addendum LAP 2012-13

2. Parents are informed by letter within ten days of the child's registration of the three choices. Transitional Bilingual Education, Dual Language, and Free standing ESL. Once students are tested, found to be entitled, they are programmed at appropriate level of ESL. Letters informing the family of the student's placement and the options open to them are mailed within ten days of registration. Parents are invited to an ELL orientation program so that they better understand the school's programs and options. Mrs. Pogue, Ms. Alvarez, along with our parent coordinator Mr. Bonilla are responsible for explaining the program options to parents.

3. Entitlement letters are distributed to students and they are instructed to give the letters to their family and to return completed letters to Mr. Bonilla, Mrs. Pogue, or Ms Alvarez. Follow-up phone calls are made asking the family to return the completed letters and forms to the school and to attend the orientation program.

4. Copies of all letters are maintained in the school's ELL compliance files and two additional copies are made. Every attempt is made to contact families and invite them to the school for additional information and to have their questions answered. Entitlement letters, and received completed Parent Surveys and Program Selection Forms are stored in ELL compliance files.

5. Based on the Parent Survey and Program Section forms, all parents have requested an ESL program for their children. Families have repeatedly stated that they want their children to learn English as quickly as possible, and the ESL program is what they want.

### Part IV

2b. The School for Inquiry and Social Justice is a middle school free-standing ESL program. Beginners ELL receive 5 periods (90 minutes each) of ESL per day, and an additional (75 minutes) of ESL two days a week. a total of 600 minutes. Intermediate ELLs receive 5 periods (90 minutes each) of ESL per day which provides a total of 450 minutes each day. Advanced ELLs receive

The ESL teacher and the ELA teacher use the team teaching model. They take turns delivering lessons with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons.

3.

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **08X337** School Name: **School For Inquiry And Social Justi**

Cluster: **5** Network: **534**

**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.

The data and methodologies used to assess our school's written translation and oral presentation needs consists of the following:

- a. Parent Language Surveys which asked parents in what language do they prefer all written and oral correspondence
- b. Student Registration Form – at this time an informal interview helps us determine the language need of the parents
- c. Home Language Identification Surveys (HLIS)
- d. The Language Allocation Policy (LAP) Part III ELL Demographics, which contains a breakdown of ELLs by grade in each language group
- e. Place of Birth report (RPOB)
- f. Parent Orientations
- g. Parent/Student Ethnic Identification Surveys
- h. Emergency cards- parents' language preference is written on the card
- i. PTA meetings

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.

It was apparent from our findings that the majority of the translation and interpretations needed to be in Spanish, with Arabic and Bengali as the second largest translation groups. A parent letter was sent out reporting the findings of the Parent Language Survey, and a listing of the languages in which we will be providing written translations and oral interpretations.

## 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.

The written translation services our school will provide are primarily for correspondence to parents and include the following:

- a. Translated Bill of Rights and Responsibilities
- b. Student Registration Form
- c. Translated Home Language Identification Surveys
- d. Parent/Student Ethnic Identification Surveys
- e. Parents' Preferred Language forms
- f. ELL Parent Orientation and Regional Conferences
- g. Workshop information
- h. Title III After school Applications
- i. Monthly newsletters and calendars
- j. Special forms (lunch forms, blue emergency cards, health)
- k. Permission slips/consent forms
- l. High School information
- m. Promotional Criteria
- n. Promotion in Doubt Letters
- o. Testing and SES information
- p. Legal, disciplinary, and safety matters.
- q. Summer School Forms
- r. After School Programs

School staff will provide written translation services in-house. If necessary, an outside vendor will also be utilized. All translated documents will be distributed at the same time as the English.

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.

The oral interpretation services our school will provide consist of the following:

- a. Parent workshops
- b. Parent Teacher Conferences
- c. ELL Parent Orientation and Regional Conferences
- d. High School information
- e. Promotional Criteria
- f. Testing and SES information
- g. Legal, disciplinary, and safety matters.
- h. Phone Messenger
- i. PTA Meetings
- j. Student attendance meetings

Oral interpretation services specific to our students with special needs are as follows:

- a. New Student and Parent Enrollment Interview
- b. Initial Counseling Meeting
- c. Manifestation Determination Review (MDR)
- d. Behavioral Intervention Plan and Functional Behavioral Assessment

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

In order to fulfill section VII of Chancellor's Regulations A-663, in September no later than 30 days from the school's opening, we will distribute to all students a Parent Language Survey. In addition, in our lobby, which is the main entrance we have posted in English and the 8 languages as per the Chancellor's Regulations the signs indicating to parents the availability of language services and directing them to the location of these services. The data collected will be used to determine in which languages school notices have to be translated and interpretation services needed. Our bilingual staff members will provide the written translations and interpretation services needed to the greatest extent possible. When in-house staff members cannot provide the specific services needed, then we will request services from the Department of Education's Translation and Interpretation Unit. We will also distribute written notification to all parents, whose primary language is a covered language by the Department of Education, of their rights regarding translation and interpretation services. The Department of Education's Foreign Language Notice will be attached to all important notices, so any parent whose language is not covered will be informed so that it may be interpreted.

The Major Home Languages are broken down as follows:

- English ---- 260  
Spanish---- 26  
Bengali ---- 3