



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE JEFFREY M. RAPPORT SCHOOL FOR CAREER DEVELOPMENT

DBN : 75X754

PRINCIPAL: DANIEL HOEHN

EMAIL: [DHOEHN2@SCHOOLS.NYC.GOV](mailto:DHOEHN2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MR. GARY HECHT

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Daniel Hoehn	*Principal or Designee	
Freddie Cole	*UFT Chapter Leader or Designee	
Margaret Jenkins	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Bryan Valentin Nashmael Villanueva	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Janie Mason	Member/UFT	
Karen Marinese	Member/UFT	
Jeff Farley	Member/UFT	
Doris Snell	Member/Parent	
Ada Martinez	Member/Parent	
Rosa Lluncour	Member/Parent	
Paula Peralta	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**

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

By June 2013, there will be improved teacher use of targeted instructional strategies aligned to the students' IEP's as evidenced by increased student engagement measured by low inference observations and teacher movement along the professional development rubric.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Effective teaching techniques are essential in increasing student achievement. 75x754 services 2 distinct learning populations: Students in Alternate Assessment who pursue an IEP Diploma and our students in Standardized Assessment who pursue a Regents or local Diploma. As such, our students enter the classroom with diverse learning styles and needs. In order to meet these needs, teachers need to continuously and consistently revisit and refine their craft. This goal has been identified as an area in need of improvement based upon:

1. Student Achievement Data in ARIS, Scantron, STARS, and student work. Based upon analysis of this data it is apparent that 90% our students suffer severe academic delays and achieve below grade expectancy in course completion, credit accumulation, and Regents/RCT success.
2. Teacher evaluation data in ARIS. Data displays that 65% of teachers are classified as Ineffective or Developing on the C. Danielson Rubric.

### **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) 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.

Administrators will:

Deliver teacher professional development beginning September, 2012.

Participate in monthly training regarding the use of the Danielson Rubric.

Receive bi-monthly coaching from the Teacher Effectiveness Coach.

Conduct 4 partial and 2 full period observations of each teacher by the end of the school year.

Conduct post-observation conferences within 48 hours of each observation to:

1. Provide actionable feedback
2. Receive teacher input.
3. Develop the collaborative process.

Enter observation data into the ARIS system to document and share information.

By February 15, 2013, conduct a Mid-Year conversation with each teacher to analyze, and plan for, trend indicators.

Conduct norming sessions with teachers via intervisitation and video.

Create a professional development plan for each teacher.

Convene a Teacher Effectiveness Team to provide all constituencies a venue to raise issues or concerns and to gain a deeper understanding of the Rubric.

Conduct weekly meetings with teachers to examine student work.  
Conduct meetings with teachers to align curriculum to the Common Core Learning Standards.  
Utilize the Instructional Leads to organize and disseminate information obtained from CFI institutes.  
Develop teacher capacity to design instruction during subject area meetings.  
Conduct after-school professional development.  
Create an additional school-wide data collection system.

**Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

Progress with this process will be shared with parents at the regularly scheduled School Leadership Team meetings.  
Progress will also be noted by parents via the increase in student achievement data (Progress Reports, Report Card grades, Regents/RCT success) and during Parent/Teacher conferences.

**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  X  \_\_\_\_\_ Other

If other is selected describe here:  
Per session opportunities provided by the Office of Teacher Effectiveness.  
Race to the Top Funds.

**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).

Schedule Common Planning Time for teachers.  
Use of Instructional Lead-Race to the Top monies.  
Purchase of binders to display student data.  
Per Session opportunities.



## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

By June 2013, there will be increased opportunities for students as evidenced by the number of students participating in work experience programs and measured by a 20% increase in student mastery of employment readiness skills.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school vision and the mission, in part, of the Jeffrey Rapport School for Career Development is...."We work collaboratively with families, school leaders and faculty in preparing students with the knowledge and skills necessary for successful transition from high school into college, future work opportunities and individualized post secondary placements."

Approximately 60% of the students in our school are in Alternate Assessment and pursue the IEP diploma. These students follow a modified curriculum with a focus on the CCLS and employment skills. The remaining 40% of the students are in Standardized Assessment and pursue a local or Regents diploma. When reviewing student data for the diploma bound students from ARIS, ATS, Scantron, and student work, it becomes clear that over 90% of these students have significant delays in academics and are achieving below grade expectancy in English Language Arts and/or Mathematics. Students in standardized assessment struggle with credit accumulation and passing rates for Regents and RCTs are extremely limited.

Through focused efforts, the school has had a huge impact on many but not enough of the students. We continue to expand our transition programs (work and internship opportunities, linkages to work, pre-GED, GED) so our students can gain valuable experience enriched by real life work experiences.

### **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) 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

Administrators will:

Identify the total student population over seventeen (17) years of age as prepared for work-readiness and future transition to work-study programs.

Collaborate with the Parent Coordinator (PC) and Transition Coordinator (TC) to conduct three parent workshops on student transition services to LRE, post-secondary placements, work, and work-related opportunities during the 2012-2013 school year.

Create, in collaboration with the PC and TC, a Parent Needs survey to be conducted twice yearly to identify parent interests and concerns. These surveys will be conducted in October, 2012 and January, 2013. The results of these surveys will allow for the development of the ongoing workshop series on parent need and

interest.

Convene the Transition Team (Administration, Clinician, Transition Coordinator, IEP Coordinator, and Parent Coordinator, when possible, the D75 Coach and CBO Agencies) monthly to discuss and plan student transition to work-study opportunities and the post-secondary placements of graduating students.

Utilize the PC to contact bilingual parents with school notices, flyers and telephone calls to increase parent involvement and awareness of school events, student transition support services and Parent Association meetings.

Conduct Academy meetings with a monthly focus on transition that allow for teacher feedback and input.

Secure Travel Training for students where necessary.

Utilize the TC to:

1. Match students with work opportunities based upon student interest inventories and Level I assessments.
2. Explore and establish new internship sites.
3. Connect students with community and/or NY State agencies.
4. Identify employment opportunities for students in the community.

### Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

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 via:

1. Parent Handbook
2. Bilingual Spanish school flyers and postings
3. Supplementary Education After School Program Parent Engagement Initiative
4. School Guidance Counselors
5. Parent Surveys
6. SBST Meetings
7. Open Door school policy

### 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     X  Title III    \_\_\_\_\_ Grants     X  Other

If other is selected describe here:

Per session opportunities

**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).

Title III Health and Wellness Supplemental Program

School Health Fair with community agencies participating,

Guidance Counselors assigned to every classroom for student and family support

FEES, AHRC, SSI, and other social service agencies,

Community Based Organization Work-Study Partners

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

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

By June 2013, students will increase the proficiency in content subject areas as evidenced by the successful completion of CCLS aligned tasks appropriate to grade and content.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of quantitative and qualitative data from NYSAA, Acuity, RCT/ Regents, and teacher observations and assessments, indicates a need for greater preparation in college and career readiness within all of our 8:1:1 and 12:1:1 programs. A targeted goal to address this area of need will involve a change of practice in teaching and learning. Content area teachers will collaboratively engage in the drafting and peer review of six Units of Study aligned to the Common Core Learning Standards (CCLS) and Instructional Shifts. Within each content area, alternate assessment and standard assessment students will engage in cognitively demanding performance-based tasks to assess their learning at the conclusion of semester one and semester two.

To achieve this goal, students will focus on the targeted standards highlighted in the Chancellor's Citywide Instructional Expectations (Literacy: RI.9-10.1/ RI.11-12.1, RI.9-10.1, RI.11-12.1, W.9-10.1/ W.11-12.1, SL.9-10.1/SL.11-12.1, & L.9-10.6/ L.11-12.6; Algebra: Reasoning with Equations and Inequalities Domain & MP.1/ MP.4; Geometry: Congruence Domain & MP.1/ MP.4).

Trends found in Student Annual Needs Determination Inventory (SANDI) and SCANTRON indicate the need of additional areas of growth. To further increase the trajectory of college and career readiness, students at 754X Jeffrey M. Rapport School for Career Development will focus on key prioritized standards highlighted in the school expectations. (Literacy: RI.9-10.4/ RI.11-12.4; RL.9-10.5/ RL.11-12.5; Algebra: Creating Equations Domain; Geometry: Modeling with Geometry Domain)

#### **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) 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.

Administrators will:

In September 2012, provide professional development in syllabus creation and ongoing support in performance task creation and implementation

Establish timeline for completion, submission, and presentation of performance tasks. Semester 1 presentations will begin January, 2013.

The Instructional Cabinet will conduct regular classroom walkthroughs through the Teacher Effectiveness Program to ensure lessons are aligned to CCLS. They will identify key changes that need to be made to their curriculum maps to align them to the CCLS. They will provide professional development on goal setting, flexible grouping and instructional differentiation in order to meet individual needs identified in formative and summative assessments.

Department leads will provide content area teachers with individual support in planning differentiated standards based lessons and activities in order to increase student engagement and learning.

Consistency across all environments: Coach/ mentors will be utilized to support our teachers in conducting appropriate learning activities that are highly suitable to diverse learners and support the CCLS instructional goals. Coach will support teachers on effective implementation of the instructional shifts.

Department Meetings: Team meetings will be held twice a week with two different purposes. The first scheduled meeting of the week has a primary focus on student needs as evident by the Looking at Student Work (LASW) sessions. The second meeting of the week focuses on teacher needs as evident by (1) mini-professional development sessions on curriculum materials and resources that are suitable for students and (2) to give teachers the opportunity to collaborate, share information and create horizontal and vertical alignment of Unit of Study maps.

Academy Meetings: Administrators, teachers, and related service providers across departments and grade levels will meet to collaborate and share information of which instructional groups are productive and to share high expectations and discuss adaptation to enhance student learning.

Use of periodic and ongoing assessment opportunities to monitor student progress in between citywide/ district-wide benchmark assessments.

Each teacher will be responsible for maintaining accurate records in a cohesive school-wide department binder system. Each department binder will house six Units of Study and two performance based assessments. This binder will be peer reviewed at department level meetings focusing on Looking At Student Work.

**Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

Provide the opportunity for parents to read and sign the course syllabus including key Performance Task information

Provide written and verbal progress reports that are periodically given to keep parents informed of their child’s progress

Distribute literature that provides assistance to parents in understanding the Common Core Learning Standards and upcoming changes to the Regents exams, PARCC, and NYSAA

Collaborate with Parent Coordinator to schedule 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

Collaborate with Parent Coordinator and team of teachers to build parents’ capacity to help their children at home

Invite parents to visit and participate in Celebrations of Learning as their child presents their Final Performance Task

**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      X   Other

If other is selected describe here:

- Per session allocated towards Instructional leads (two instructional lead teachers and one instructional lead AP)
- Professional development provided by the district and school during the school day, after school, and online ARIS learning opportunities
- Text Complexity CCLS Instructional Shift support: 754X received the Laura Bush Grant (\$5,000 award) for audio books, graphic novels, and readable non-fiction
- Text Complexity CCLS Instructional Shift support: 754X received the Cooperative Collection Development Grant (\$5,000 award) for Do it Yourself and

How-to books

**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).
  - District 75 CFI Achievement institutes
  - District 75 Math Rubricating Program
  - 754X has partnered with the NYC Public Library System through the *My Library NYC* initiative for book delivery to schools, fine-free borrowing for educators and students, free database search collection, and free Teacher Sets curated towards the NYC CCLS aligned Scope & Sequence

### **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**

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

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

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

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

- 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 11 through 15 in this CEP.

#### **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**

- 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).

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

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

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

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

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

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

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

- 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 11 through 15 in this CEP.

#### **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**

- 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).

**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	GED classes Pre-GED classes Wilson Step Ahead	Small group One-to-one	During the school day
Mathematics	Regents/RCT Prep Visual Strategies Laptop Carts Step Ahead GED classes Pre-GED classes	Small group	During the school day
Science	Regents/RCT Prep Visual Strategies Laptop Carts	Small group	During the school day
Social Studies	Regents/RCT Prep Laptop Carts	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS Counseling/Guidance AIDP CHAMPS	School-wide One-to-one Small Group	During the school day  After school

### 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.

The school will, and does, employ numerous strategies to recruit and retain Highly Qualified Teachers. These activities and strategies include:

- A Three-tiered model of support: Principal, Assistant Principal, and Instructional Coach
- Individual Mentoring
- Opportunities to advance as an educational leader
- Professional Development both inside and outside of the building
- Per Session opportunities
- Opportunity to work with a manageable cohort of students
- Academy structure of classes
  - Opportunity to directly and significantly impact student performance
- Maintaining a collegial and collaborative atmosphere
- Opportunity to develop Syllabi, Performance Tasks, and Curriculum
- PBIS and Crisis Intervention
- Opportunity to have a voice in determining the direction of the school

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**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**  
**CAN 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;
- 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 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;
- 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);

## **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 revisions to 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., 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

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

DBN: ..      School Name: 754

Cluster: \_\_\_\_\_      Network:

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

### **Part A: Needs Assessment Findings**

---

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

As part of our school admission process the student and family is interviewed and administered a HLS(home language survey) through which the home language is indicated. This information is recorded in the ATS and the family is assisted therefrom in the identified home language. The home language is also indicated on the emergency blue card in the school.

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.

Sixty percent (60%) of our school families indicated that English is the preferred language for home school communication. While, forty(40%) of our ELL families stated that they would like to receive communication in Spanish. In addition to the above we also have individual families whose home language is Afrikaans, Albanian, Bengali, Mandingo, Slovak, Soninke, Urdu, French. Four families speak Niger-Congo. Families whose home language is other than English are provided the Parent Bill Of Rights And Responsibilities. This includes a section on the entitlement to translation services. The language needs of the students families are discussed at monthly faculty conference, school leadership team meetings and the P.A executive Board meetings. Multi-lingual posters are displayed at our schools main entrance as well as the main office to notify students and families of their right to translation and interpretation services.

## Part B: Strategies and Activities

---

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

In order to communicate with ELL families through written form our school translates notices, flyers, letters that are sent home, in ELL's home language. Currently, this is being done by school staff and through the NYCDOE website(OELL/ forms link). Presently, we lack staff members who speak Afrikaans, Mandingo, Niger-Congo, Slovak, Soninke. However, we do have staff who speak French, Urdu, Bengali to meet our translation needs.

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 are provided by our alternate placement paras as well as other school staff who speak the majority of our ELL's home language at our school. In addition, we access the translation and interpretation unit at the NYCDOE.

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>.

Individual ELL family is provided with the Bill Of Parent Rights And Responsibilities. In addition, there are multi-lingual posters displayed at the main entrance of our school and the main office to promote students' and their families awareness of the availability of language language interpretation service

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: ..      School Name: 754

Cluster: \_\_\_\_\_      Network:

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

### **Part A: Needs Assessment Findings**

---

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

As part of our school admission process the student and family is interviewed and administered a HLS(home language survey) through which the home language is indicated. This information is recorded in the ATS and the family is assisted therefrom in the identified home language. The home language is also indicated on the emergency blue card in the school.

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.

Sixty percent (60%) of our school families indicated that English is the preferred language for home school communication. While, forty(40%) of our ELL families stated that they would like to receive communication in Spanish. In addition to the above we also have individual families whose home language is Afrikaans, Albanian, Bengali, Mandingo, Slovak, Soninke, Urdu, French. Four families speak Niger-Congo. Families whose home language is other than English are provided the Parent Bill Of Rights And Responsibilities. This includes a section on the entitlement to translation services. The language needs of the students families are discussed at monthly faculty conference, school leadership team meetings and the P.A executive Board meetings. Multi-lingual posters are displayed at our schools main entrance as well as the main office to notify students and families of their right to translation and interpretation services.

## Part B: Strategies and Activities

---

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

In order to communicate with ELL families through written form our school translates notices, flyers, letters that are sent home, in ELL's home language. Currently, this is being done by school staff and through the NYCDOE website(OELL/ forms link). Presently, we lack staff members who speak Afrikaans, Mandingo, Niger-Congo, Slovak, Soninke. However, we do have staff who speak French, Urdu, Bengali to meet our translation needs.

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 are provided by our alternate placement paras as well as other school staff who speak the majority of our ELL's home language at our school. In addition, we access the translation and interpretation unit at the NYCDOE.

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>.

Individual ELL family is provided with the Bill Of Parent Rights And Responsibilities. In addition, there are multi-lingual posters displayed at the main entrance of our school and the main office to promote students' and their families awareness of the availability of language language interpretation service

