



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** SOUTH BROOKLYN COMMUNITY HIGH SCHOOL  
**DBN (i.e. 01M001):** 15K698  
**Principal:** JEAN BURKE FOLEY  
**Principal Email:** JFOLEY3@SCHOOLS.NYC.GOV  
**Superintendent:** TAMIKA MATHESON  
**Network Leader:** GERARD BEIRNE

## 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jean Burke Foley	*Principal or Designee	
Kelley Wolcott	*UFT Chapter Leader or Designee	
Karen Fludd	*PA/PTA President or Designated Co-President	
Sheila Gibbs	DC 37 Representative, if applicable	
Kariely Aguayo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Janette Cruz	CBO Representative, if applicable	
Latisha Brown	Member/ Parent	
Debra Echevarria	Member/ Parent	
Jaqueline Moeser	Member/ Parent	
Lucella Clovis	Member/ Parent	
Kerry Langarden	Member/ Student Representative	
Sydney King	Member/ Lead Teacher	

\*\*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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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 2014, there will be a demonstrated improvement in teacher effectiveness by developing a shared understanding of instructional excellence through the implementation of the Advance system and a normed understanding of Danielson. This will be achieved through frequent cycles of short classroom visits that are normed to the Danielson Rubric and measured through analysis of written observation reports.

### **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.

In spite of a tremendous amount of work last year around the Danielson rubric, we experienced a large staff turnover, the result of which was the hiring of many new teachers of mixed experience and ability levels. In conducting the staff needs assessment, a great disparity among new staff, with some having done a great deal of work both on their own and in their former schools and with others having very little training and exposure to the Danielson Rubric, was surfaced. As a result, it is again necessary to focus a great deal of our efforts on the development of a shared understanding of instructional excellence among our staff.

Although it has been some time since our SQR, the findings regarding the need for our school to promote consistency in differentiation, purposeful groupings and student engagement in order to enable access for all students to learning that is tailored to meet their needs remains an accurate statement of need. As evidenced by administrative, Network and job-based Advance training visits, rigor remains inconsistent, as is understanding of how to provide multiple points of entry for our high-need student population in order to make material more accessible or challenging as needed. This has also been confirmed through student feedback, classroom observations and conversations with instructional staff. It is our hope that ongoing and sustained work around the expectations of the Rubric will assist us in meeting the varied needs of our diverse population of truanting and formerly out of school youth.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

By June of 2014, all SBCHS staff will have participated in norming activities for

- Designing coherent instruction (1e);
- Using questioning and discussion techniques (3b);
- Using assessment in instruction (3d).

1. All teachers will begin the 2013-1014 school year by self-assessing on selected components of the Teacher Effectiveness Rubric. Teachers will work in conjunction with immediate supervisors to formulate goals for the year. These goals will drive differentiated professional plans for each teacher based on needs and wants.
2. School leaders set up and follow a schedule for teacher observation and feedback using the Teacher Effectiveness Rubric and focusing on the various rubric components.
3. As direct result of observations, teacher needs assessments and the aforementioned teacher penned goals, individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the continuum will be developed for all instructional staff.
4. By June of 2014, school leaders will have engaged in cycles of frequent short classroom visits (depending on the Option selected by the teacher) and provide teachers with formative feedback and professional development to support improved practice in identified competencies (varies from teacher to teacher) of the Danielson framework.
5. Teachers will engage in ongoing professional development with school leaders, lead teachers, consultants and/or Network support that will focus on the implementation of Danielson and the Advance system of evaluation.

6. Teachers will engage in inter-visitations and at least one Japanese lesson study during the 2013-2014 school year.

Improvements will be measured by teacher movement along the rubric continuum (ineffective, developing, effective and highly effective) as well as teachers demonstrating implementation of “action steps” as outlined on Observation feedback that will be given to each teacher after each observation.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Professional Development Plans will be developed by the Principal, AP and the Lead Teacher.
2. Principal, Assistant Principal, Lead Teacher and Consultants from ReDesign and Eskolta will all provide ongoing job-embedded PD for each teacher, as outlined in said plans.
3. Self-Assessments will take place at the IPC and will be discussed with Principal and/or AP. Revisions will be requested as needed.
4. School leaders, consultants and lead teacher set up and follow a schedule for teacher observation and feedback utilizing *Advance* depending on teacher Option selection.
5. Teachers will engage in ongoing professional development with school leaders, lead teachers, consultants and/or network support that will focus on the implementation of Danielson and the Advance system of evaluation.
6. Teachers will engage in inter-visitations and at least one Japanese lesson study with consultants from ReDesign and Eskolta during the 2013-2014 school year. The lesson study will be completed by February 2014.
7. Administrators and outside consultants will engage in **continuous** reflection regarding teacher growth and the state of instruction at SBCHS and respond accordingly with new suggestions and strategies to improve instruction and move teachers forward on the instructional continuum. Strategies include, but are not limited to, differentiated use of PD in-focus, inter-visitations (with subsequent discussion/reflection with teachers involved), organizing learning walks, working with outside consultants to best support teaching staff, suggesting outside PD to teachers. AP will maintain evidence of the above throughout the school year.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. AP, Principal, Lead Teacher and Coaching staff participates in bi-weekly check-ins to monitor staff progress as need. Strategies for further support (supportive conversations, feedback on lessons and plans, feedback on artifacts, discussion of student voice and perception, coaching from Advocate Counselors) are discussed at each check-in and a plan for implementation is devised.
2. Final revision of differentiated PD plan for each teacher will be done over winter break and completed by 1<sup>st</sup> week of January 2014
3. By June of 2014, all SBCHS staff will have participated in an Initial Planning Conference, goal setting and a PD plan that is an outgrowth of both the IPC and teacher goals that is focused on areas of highest leverage in a teacher’s practice.

**D. Timeline for implementation and completion including start and end dates**

1. Work begins in early October with the IPC, review of artifacts and initial observations taking place. Out of this grows individualized teacher goals and the differentiated PD plans for each teacher that is aligned to these individual teacher goals. Work is ongoing throughout the school year and will conclude in June of 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. School Administrators will work in conjunction with Network personnel and Central DOE staff to accomplish the aforementioned action plan and goals.
2. Tax Levy funds, as well as the TSCCI grant will be used to fund consultant costs, workshop cost and any associated teacher per-session costs.

**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).

N/A

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

## **Goal and Action Plan #2**

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 2014, each teacher at SBCHS will have successfully rewritten at least one full unit of study to align with the CCLS and to clearly demonstrate our school-wide instructional focus: Text-based Arguments. Re-written Curricular units will contain text-based activities in addition to rich, shared experiential learning through hands-on projects, activities, and trips.

### **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.

Although staff members have been introduced to the Common Core Learning Standards, the implementation of Core Content tasks and the existence of CCLS aligned curricula remains inconsistent school-wide due to a large staff turnover and the varied ability levels of teaching staff members. In order to prepare for the full implementation of the CCLS, as mandated by the NYCDOE, SBCHS must begin the process of designing, units, tasks and curricula once again that are aligned to these rigorous standards.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1. The teaching team will need time devoted to developing a professional learning community. With the facilitation of our lead teacher and TSCCI consultants, all of our teachers will work together to design courses that challenge our students, while providing the scaffolds that transfer students need to access the rigorous readings required of the Common Core shifts.
  2. In ongoing team meeting time, the teachers will work to review each other's unit and lesson plans, support each other in choosing appropriate resources and analyze student work to determine what works for our students and how to best support their learning.
  3. Teachers will use the Standards grade book option in PowerSchool to keep track of students' progress towards mastery of the CCLS standards. Teachers and ACs will explicitly teach students about the grade book and the goals of this method of grading in classes/group. Exit Tickets will be collected from students to assess whether they understand the feedback and how they are able to use the information towards academic and personal behavior improvement.
  4. In October, teachers and advocate counselors will work Identify four school-wide core skills. A focus will be placed on ELA shift 4 and on the personal behavior of organization. Rubrics that reflect a continuum culminating in mastery of each skill/sub skill, using arrows that indicate student growth from one level to the next, and add a space for comments to guide growth.
  5. Teachers will utilize the grade book to record and reflect on student learning around the 4 school wide skills, and to communicate this with AC's. In order to do this: Student-friendly rubrics, connecting this to storing the data in PowerSchool, and Feedback Protocols that ACs will utilize to discuss grades & set goals for next steps with students.
  6. Whole school planning time on Thursday afternoons has been allocated towards the fulfillment of this work (CCAT Team).
  7. Returning staff have already begun the process of meeting to plan for the explicit teaching and assessment of some of the executive functioning skills that are needed to master rigorous course work. ACs are receiving PD from GSS Administration that will aid them in setting goals with students that are focused on improvements of academic behavior. The "Essentials" class for all incoming students will serve to be a Cycle long pre-assessment and the Essentials teacher will work with ACs to determine the academic behavior high leverage areas for new students and to assist them in setting goals for student improvement in these areas. Using Paul Tough's book as a text the teaching team, in collaboration with the GSS Advocate Counseling team, will work together to create structures that support students in strengthening their organization, communication and self-regulation.

8. Each CCAT member works to provide strategies to teach and assess the four school-wide CCLS-aligned skills.
9. Set up PowerSchool for teachers to do standards-based grading that regularly tracks a comprehensive set of school-wide and course specific outcomes for each class.

**2. Key personnel and other resources used to implement each strategy/activity**

1. Teachers with the support of Redesign and Eskolta will:
  - a. Create instructional units leading up to biweekly benchmark assessments attached to outcomes
  - b. Focus on and aligning to school wide skills, pre-planning lessons and assessments.
  - c. Leverage lead teacher’s existing lesson planning and assessment skills and documenting these in order to help other teachers. The “Essentials” class will be the primary vehicle for this. Three sections of “Essentials” have been scheduled in such a way that classes correspond with teacher prep times and regular teacher visits to the class will be possible. This class will serve as a learning lab where the lead teacher and ReDesign consultants will model strategies for teachers to observe, then discuss in common time and finally, attempt in their own classrooms.
  - d. Backwards design a common unit with Redesign.
  - e. Build capacity to assess those units with Eskolta.
  - f. Look at Student Work with ACs during common school-wide planning, to review the evidence of learning and growth in academic behaviors.
2. Advocate Counselors will:
  - a. Build capacity to give formative feedback on progress reports through participation in TSCCI workgroups and through work with Eskolta.
  - b. Utilize student-friendly rubric (but really a *continuum* that focuses on growth, not on ranking) with ideas of questions and information that helps identify what the current level is and what needs to be done to move to the next step. Shift the conversation to one about true learning and mastery.
3. Administration will:
  - a. Program for and provide curricular support the “Essentials” Class designed and taught by lead ELA teacher that introduces (and then spreads to every staff member) a clear focus on 3-5 school wide non-negotiables, aligned to the 4 school wide skills, that cultivate student Academic and Personal Behaviors.
    1. Pilot Essentials Class for every new student. Essentials class to teach every student basic skills that they need in order to engage and succeed in school. Use this for diagnostic assessment with students. Class focuses on media literacy, citation methods, and other literacy basics and revision skills
    2. Introduction to the 4 school wide skills of Persistence, Organization, Effective Communication and Text-based answers.
    3. Executive Functioning skills could be built into this (as additional Academic and Personal Behaviors).
  - c. School leaders and TSCCI Consultants will facilitate departmental meetings also ensure that teachers continue to revise existing curricula (aligning to the Common Core Standards) by developing collaborative lessons that incorporate oral and written skills needed for providing evidence to support arguments ( W1 and RI1). The Assistant Principal, under direction from the Principal, will facilitate teacher record keeping by introducing and monitoring teacher generated curriculum binders throughout the school year that will be handed in at the end of the year to the Principal. SBCHS participation in the Transfer School Common Core Institute will be the primary vehicle used in realizing this goal. Principal, AP, Lead Teacher and Consultants from Eskolta and ReDesign will implement the strategies/activities. Activities will begin in October 2013 and will end in June 2014.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

October-April	All teachers will participate in ongoing CCAT (Common Core Academic Team) meetings and will work on lesson studies as a foundation for the unit. By late March/early April, teachers will have drafted an <b>exemplary</b> outcomes-based unit aligned to school-wide CCLS skills as described above.
May	All teachers have revised their exemplary outcomes-based unit aligned to school-wide skills as described above. Teachers will have used student work, TSCCI consultant feedback, AC feedback and peer feedback to inform revision choices.
June	All teachers will submit a final exemplary outcomes-based unit aligned to school-wide skills as described above. Teachers will have used student work, TSCCI consultant feedback, AC feedback and peer feedback to inform revision choices. These units will be collected in one location (physical and digital).

**4. Timeline for implementation and completion including start and end dates**

By Cycle 1:

1. Teachers create a performance task in the form of 3<sup>rd</sup> benchmark that is tightly aligned to 1 of the school wide skills,

2. AC's have communicated with teachers around those performance tasks and piloted discussing this with students

By Cycle 2:

3. Teachers have developed lessons with a set of benchmark assessments that align to performance tasks, and have reflected on student work from these Benchmarks

4. AC's have used specific assessments to discuss work with individual students and gathered understanding of how this helps students and what students understand from it

By Cycle 3:

5. Teachers have 1 polished unit with formative assessments that clearly aligns to the school wide CCLS focus skills

6. AC's have a set of guidelines for translating each of 4 school wide skills into guidance for students.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 17 Days of teacher support and coaching will be provided for via the Transfer School Common Core Institute (TSCCI). These sessions will be with consultants from ReDesign and Eskolta.

2. These full days of coaching will consist of whole school PD focused on the shifts necessary to implement the CCLS to individualized classroom observation and instructional feedback.

**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).

- Ongoing SLT and PTA meetings will cover the shift and rigors of the CCLS, our TSCCI initiative and changes to our grading policy
- Ongoing workshops will be offered to parents regarding the shifts and rigors of the CCLS, our TSCCI initiative and changes to our grading policy
- Advocate Counselors will discuss the aforementioned in their daily outreach conversations with parents and guardians

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.								
X 50% of the cost of the TSCCI is subsidized by OPSR (\$8,000)								

**Goal and Action Plan #3**

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.

SBCHS will continue to overhaul its current grading policy and shift to an Outcomes-based, mastery-driven grading system. By June 2014, SBCHS will have fully implemented at least 4 School-wide Outcomes that will be used by both sides of our school partnership (both Good Shepherd Services and DOE) to further move students along the continuum to college and career readiness. These School-wide Rubrics will encompass the school initiatives this year of Text Based Arguments and Organization.

**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.

As outlined in the last SQR, there is a need for increased rigor throughout the school. We believe that our former grading policy focused more heavily on behaviors (class participation, homework completion) rather than what students actually know and are able to do. This was also confirmed through conversations with students, classroom observations and conversations with instructional staff.

While we realize that certain academic behaviors are directly linked to student academic success, these were not accurately addressed in our former grading policy. We are working to identify behaviors that are critical to student success and to devise ways in which our advocate counselors can assist students in honing these skills as a

means to promote further academic success.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. By September 2014, 100% of SBCHS teachers will be trained on Outcomes-based grading and will have established outcomes for each of their classes. The outcomes will be applied to their grading process and reflected on the students' report card. Student report cards will be segmented by outcomes, rather than traditional categories (HW, class work, participation etc.). AP will ensure that PowerSchools supports this process and will also monitor teacher grade books to ensure that they are aligned with the Outcomes process.
2. Throughout the school year, all teachers will implement the 4 school-wide outcomes (Persistence, Organization, Expression and Text-based answers – P.O.E.T) and will also identify four main academic outcomes for each course that they teach. Teachers will set up grade books for Cycles 1, 2 and 3 utilizing PowerSchool that reflect these outcomes.
3. Curriculum maps, lesson plans, rubrics and assessments for all Cycles will reflect the shift to an outcomes-driven system. AP will monitor these documents and hold teachers accountable for making this shift.
4. Throughout the school year, GSS Director and AP will monitor report cards to ensure that they hold the appropriate grading data and that they are "user friendly."
5. Revised report cards will be rolled out to students in one-on-one settings through meetings with their Advocate Counselors. Teachers will also conduct one-on-one grade meetings with their students to ensure full comprehension of the new system and full understanding of grade reports. AP will assist the principal in monitoring both processes.
6. By June 2014, SBCHS will have further moved its grading system to a logical, user friendly outcomes-based system, which will be evidenced by observing the structure of PowerSchool grade books, student report cards and the written grading policy of the school.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Teacher Teams, Lead Teacher, GSS Data support, GSS Director and Assistant Principal

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each marking period will serve as a check as to the progress and viability of our grading system. There are 12 marking periods/year where grade data needs to be entered by teachers and report cards are issued to students.

#### **4. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The GSS Director and the AP will be responsible for ongoing training of staff, monitoring of grade books and canvassing of Advocate Counselors and students to ensure an understanding for the new system and the new reports.
2. Additional support will be provided as needed by the GSS data team.
3. All teachers will create and implement 4 school-wide outcomes (Persistence, Organization, Expression and Text-based answers – P.O.E.T) and will also identify 4 main academic outcomes for each course that they teach in each Cycle of the school year.
4. Teachers will set up grade books utilizing PowerSchool that reflect these CCLS aligned outcomes.
5. Teachers will be responsible for revising curriculum maps, lesson plans, rubrics and assessments that will all reflect the shift to an outcomes-driven system. AP

will monitor these documents and hold teachers accountable for making this shift.

6. Advocate Counselors will roll out updated Report cards to students in one-on-one settings each time they are distributed.
7. Teachers will conduct one-on-one grade meetings with their students to ensure full comprehension of the new system and full understanding of course requirements, course grading policy and course assessments. AP will take the lead on this with assistance from the Principal.
8. In preparation for SY 2014-2015, a series of meetings regarding the grading policy work this year will be held over the summer to reflect on this year's work and to better plan for next year.

**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).

- Letters will be sent home to parents regarding changes to the school progress reports that are sent home at the end of each benchmark.
- Progress reports will be introduced to parents at Open School Night/Afternoon and Advocate Counselors will conduct one-on-one conversations with all parents who attend regarding these progress reports.
- Advocate Counselors will continue daily outreach to parents and will consistently assess their comprehension of the progress of their student and ask whether they are in need of additional grading information from the school.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #4**

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.

SBCHS will implement two new blended learning programs in various classrooms throughout the school. By June of 2014, all language classes will have implemented Middlebury PowerSpeak as a means of providing differentiated language instruction, as well as Carnegie Learning as the basis of our Mathematics program.

**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.

As outlined in the last SQR, there is a need for our school to promote consistency in differentiation for purposeful groupings and student engagement in order to enable access for all students to learning that is tailored to meet their needs. Rigor is inconsistent, as is understanding of how to provide multiple points of entry for students in order to make material more accessible or challenging as needed. This is also confirmed through student surveys, classroom observations and conversations with instructional staff. We believe that blended learning will provide students and teachers with an opportunity to access differentiated content and instructional methodologies that will foster academic success. We hope to increase credit accumulation through this endeavor.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- a. All students in math and language classes will participate in blended learning models in their classes.
- b. Differentiated plans for instruction will be developed for each student in these classes.

<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. AP will oversee all Carnegie Learning implementation in Math Classes, as well as Middlebury PowerSpeak in language classes. Representatives from the respective companies will conduct ongoing and sustained PD for all teachers involved.</li> <li>2. Math teachers will all be involved in this roll-out.</li> </ol>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. At the end of each Cycle, credit accumulation will be examined to determine trends in student achievement.</li> <li>2. Student and staff surveys will be conducted to determine “buy-in” to and the effectiveness of these blended initiatives.</li> <li>3. Student work samples and curriculum/work that can be viewed via the digital platform will also be used to gauge the efficacy of the programs in use.</li> </ol>
<b>4. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. December 2013-June 2014</li> </ol>
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Returning teachers to SBCHS will engage in ongoing Blended Learning professional development beginning with summer academies that will take place throughout July and August.</li>   <li>2. Teachers will attend PD both in house and off-site. Additional support will be provided by the AP instruction, as well as central DOE staff.</li> </ol>

**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).
<ul style="list-style-type: none"> <li>• Parent–teacher conferences will take place at least once per student, per cycle and as needed in order to increase parent understanding of and involvement in the educational process.</li> <li>• Advocate Counselors will conduct daily outreach to parents regarding student attendance and academic progress.</li> <li>• Continuous outreach will be conducted to parents reiterating our “open door” policy and our willingness to meet with parents at times that are convenient to them (early morning and late evening hours).</li> <li>• Workshops will be offered to parents on the Core Content Standards, graduation requirements and college and career access.</li> </ul>

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #5**

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>3. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>4. Key personnel and other resources used to implement each strategy/activity</b>

6.
<b>5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>6. Timeline for implementation and completion including start and end dates</b>
1.
<b>7. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***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).

***Budget and Resource Alignment***  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Students who are performing below high school level or who have failed the ELA Regents are identified by teachers and counselors. Several levels of assistance are available. Identified students may be scheduled for after school one on one tutoring with a teacher from our school or from a contracted tutoring service. All teachers are available twice weekly in a drop-in format to provide students with individual help. A targeted, very small writing class is scheduled during the school day for students who are in greatest need. All student progress is monitored by staff in monthly conferencing sessions.	Small group or one-to-one tutoring	During the 37.5 minutes after school, during lunch or study hall periods
<b>Mathematics</b>	As above, - One-on-one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions	Small group or one-to-one tutoring	During the 37.5 minutes after school, during lunch or study hall periods
<b>Science</b>	As above, - One-on-one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions	Small group or one-to-one tutoring	During the 37.5 minutes after school, during lunch or study hall periods
<b>Social Studies</b>	As above, - One-on-one tutoring - Twice weekly drop-in assistance - Monitoring in monthly conferencing sessions	Small group or one-to-one tutoring	During the 37.5 minutes after school, during lunch or study hall periods
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	As in our other interventions, there are several levels of counseling intervention for our students. The most basic, and most important, is the relationship of the student and the counselor from our	Small group or one-to-one tutoring	During the 37.5 minutes after school, during lunch or study hall periods

community based organization, Good Shepherd Services. Students meet weekly with their counselors, who monitor attendance, contact parents and provide a critical first line of intervention for our students' social and emotional needs. In addition, students meet with their Good Shepherd counselors twice a week in group sessions, examining situations common to them all, including post high school planning, overcoming roadblocks they encounter in completing school and academic planning. The next level of counseling is the referral to Good Shepherd Services for individual or family counseling for those youngsters in need of more intensive intervention.

For our students with Individual Educational Plans, a Department of Education counselor meets with those mandated for counseling once a week as delineated on their Imp's.

**In addition, all of our guidance counselors are involved in the identification and monitoring processes that determine academic scheduling and interventions.**

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed\*.
- 3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 4. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Recruitment

- SBCHS works closely with our CFN and Central DOE to recruit talented instructional staff. We rely heavily on their recruitment efforts. We use the New Teacher Finder, reach out to our recruitment officer and attend DOE sponsored job fairs to recruit Highly Qualified Teachers.
- In house, we cultivate linkages with colleges, Teach for America, Math for America and Teaching Fellows to attract Highly Qualified Teachers.
- We use "work of mouth" referrals from trusted sources to reach out to Highly Qualified Teachers who may be interested in working with us.

We strive to cultivate a leaning community where instructional excellence, teacher collaboration and professionalism are the norm. We believe that "like deals with like" and that the best way to attract and retain outstanding teachers is to build a culture of excellence where only hard-working, capable teachers will want to work.

Retention

- We believe that retention begins with a fair, supportive work environment where all staff members are held equally to high professional standards, while given the tools and support necessary to hone their skills.
- Teachers teach 4 classes and preps are generally limited to two in order to maintain a manageable workload for teaching staff.
- Ongoing and sustained PD (see below) is provided to each staff member and is differentiated to meet the needs of individual teachers, regardless of years of service.
- Small class sizes keep the monitoring of student progress manageable while cultivating meaningful relationships with students.
- Small school environment fosters a sense of community, where we are all accountable to one another.
- Support regarding attendance outreach and academic advisement is provided to teachers through our collaboration with GSS -the vastly important, yet time consuming task of parental outreach is a shared responsibility between GSS and DOE staff.

Professional Development

- We work to provide high quality, relevant PD that begins with a comprehensive needs assessment and is differentiated to meet the needs of all teachers. PD is not "one size fits all" and occurs via the following:
  - Full teaching staff collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
  - Departmental collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
  - Collaboration with and workshops hosted by Good Shepherd Services (GSS)
  - Collaboration with and workshops hosted by our CFN, CFN 536
  - Participation in the Transfer School Common Core Institute (TSCCI)
  - Participation in workshops and collaborative work groups with fellow ILearn schools
  - Participation in workshops and collaborative work groups with Connected Foundations.
  - Work with outside consultants from Eskolta and ReDesign
  - Work with our CFN achievement coach
  - Collaboration with teaching artists from Dance Theatre Etc. (DTE)

- Conferences sponsored by professional organizations such as ASCD
  - PD in Focus, ASCD's on-line PD resource
  - Ongoing support and coaching by lead teachers and mentor teachers
- Ongoing support and coaching by school administrators.

### **High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

#### **Recruitment**

- SBCCHS works closely with our CFN and Central DOE to recruit talented instructional staff. We rely heavily on their recruitment efforts. We use the New Teacher Finder, reach out to our recruitment officer and attend DOE sponsored job fairs to recruit Highly Qualified Teachers.
- In house, we cultivate linkages with colleges, Teach for America, Math for America and Teaching Fellows to attract Highly Qualified Teachers.
- We use “work of mouth” referrals from trusted sources to reach out to Highly Qualified Teachers who may be interested in working with us.

We strive to cultivate a leaning community where instructional excellence, teacher collaboration and professionalism are the norm. We believe that “like deals with like” and that the best way to attract and retain outstanding teachers is to build a culture of excellence where only hard-working, capable teachers will want to work.

#### **Retention**

- We believe that retention begins with a fair, supportive work environment where all staff members are held equally to high professional standards, while given the tools and support necessary to hone their skills.
- Teachers teach 4 classes and preps are generally limited to two in order to maintain a manageable workload for teaching staff.
- Ongoing and sustained PD (see below) is provided to each staff member and is differentiated to meet the needs of individual teachers, regardless of years of service.
- Small class sizes keep the monitoring of student progress manageable while cultivating meaningful relationships with students.
- Small school environment fosters a sense of community, where we are all accountable to one another.
- Support regarding attendance outreach and academic advisement is provided to teachers through our collaboration with GSS -the vastly important, yet time consuming task of parental outreach is a shared responsibility between GSS and DOE staff.

#### **Professional Development**

- We work to provide high quality, relevant PD that begins with a comprehensive needs assessment and is differentiated to meet the needs of all teachers. PD is not “one size fits all” and occurs via the following:
  - Full teaching staff collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
  - Departmental collaboration and sharing of promising practices, examination of student work and utilization of data points to foster reflection and instructional improvement
  - Collaboration with and workshops hosted by Good Shepherd Services (GSS)
  - Collaboration with and workshops hosted by our CFN, CFN 536
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  - Participation in workshops and collaborative work groups with fellow ILearn schools
  - Participation in workshops and collaborative work groups with Connected Foundations.
  - Work with outside consultants from Eskolta and ReDesign
  - Work with our CFN achievement coach
  - Collaboration with teaching artists from Dance Theatre Etc. (DTE)
  - Conferences sponsored by professional organizations such as ASCD
  - PD in Focus, ASCD's on-line PD resource
  - Ongoing support and coaching by lead teachers and mentor teachers

Ongoing support and coaching by school administrators.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As with any budgeting decision, availability of funds, as well as the purpose of the funds is of paramount importance in deciding how to allocate resources. We carefully look at the ways in which monies can be spent, the needs of our students and staff and then make careful decisions about how to best allocate resources. All decisions are made in collaboration with teachers, parents, students and our CBO partner.

## SWP Schools Only

### Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

### Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers' voices are instrumental in any decisions made regarding instruction and assessment at SBCHS. Given the size of our staff, the senior most teachers in each department serve as lead decision-makers and work collaboratively with their departmental counterparts to make decisions regarding assessments and data-driven instruction. Teachers engage in ongoing collaboration regarding curricula, assessments and student achievement. These meetings are guided by either the lead teacher, the AP, the Principal or a combination of these individuals. All departments have daily common-planning time, which makes close and on-going collaboration possible.

## TA Schools Only

### Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

### TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**



Jean Burke Foley  
Principal



John Foley-Murphy  
Director

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

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

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

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



**JEAN BURKE FOLEY**  
**PRINCIPAL**

**SCHOOL-PARENT COMPACT**  
**2013-2014**



**JOHN FOLEY MURPHY**  
**DIRECTOR**

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

## **I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>00</b>	Borough <b>select one</b>	School Number <b>000</b>
School Name <b>type here</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>type here</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.		Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	%
--	--	----------------------	--	---	---

## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

### After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here:
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Paste response to question here:
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here:
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Paste response to question here:
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Paste response to question here:

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ⓘ  
Paste response to question here:

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?  
Paste response to questions here:
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
Paste response to questions here:
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core

Learning Standards.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

**Courses Taught in Languages Other than English ⓘ**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

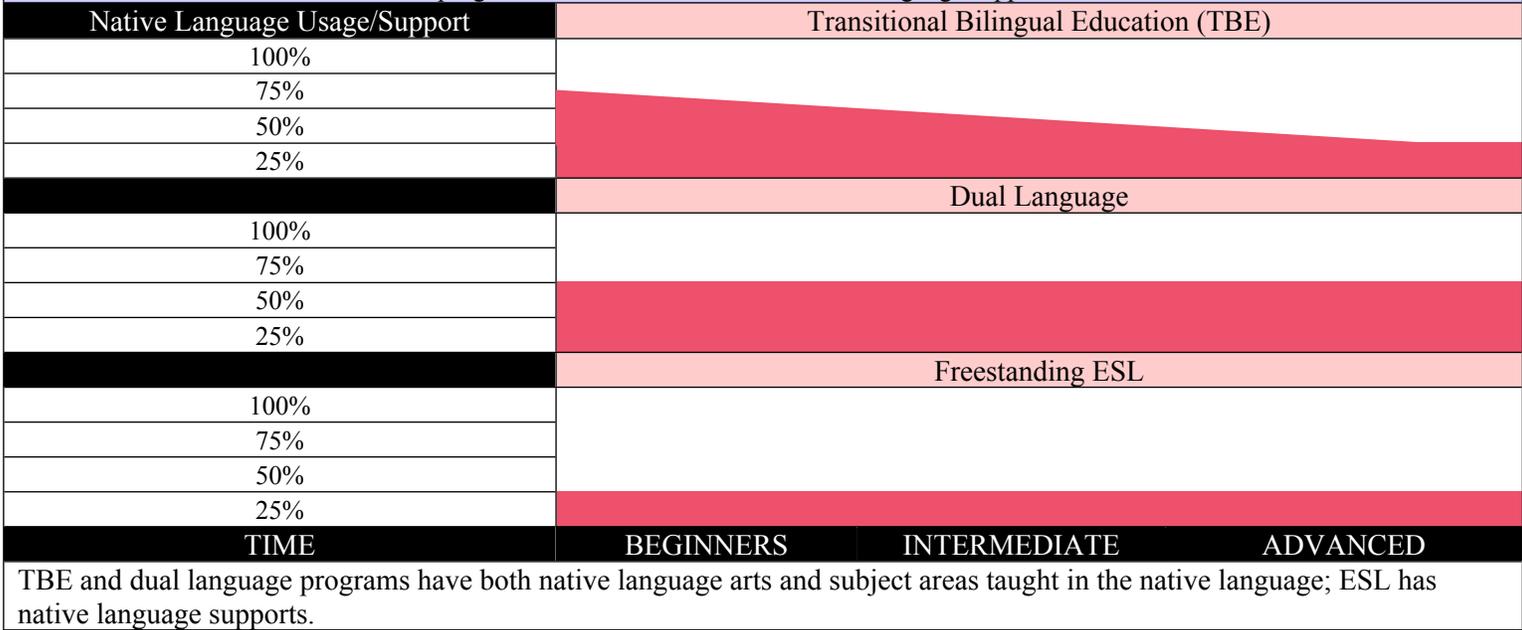
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



**B. Programming and Scheduling Information--Continued**

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here:

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions here:

### D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions here:

### **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **15K698** School Name: **South Brooklyn Community HS**

Cluster: \_\_\_\_\_ Network: **563**

**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.

Most parents in our school speak either English or Spanish or both. We have one student whose native language is listed as Hatian Creole, but he is proficient in English, as are his parents. Our Principal, Assistant Director, College Coordinator, the GSS office secretary and two advocate counselors are all fluent in written/spoken Spanish, and provide parents with translations of school communications. In addition, during our school intake process, students whose parents only speak or prefer to communicate in Spanish have been matched with an advocate counselor who is Spanish speaking. All communications sent home are automatically send home in both English and in Spanish. We translate all materials in house at present. Should the need arise for a translation other than Spanish, we will utilize DOE translation services.

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.

We automatically send all communications to parents in both English and in Spanish. Since we know each of our parents personally, we know who the parents are who only speak Spanish or who are more comfortable conducting meetings and conferences in Spanish. A students' advocate counselor will organize any translation that is needed between parents and staff members. The school community is well-versed in this policy.

## 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.

We automatically send all communications to parents in both English and in Spanish. We write all correspondence in both languages as a matter of course. Should parents need assistance with school paperwork, college applications or financial aid, we can provide assistance with translation on very short notice given the number of staff who are also bilingual.

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.

Interpretation is also done in house. When appropriate, we have used the translation services provided by the DOE.

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>.

Parent translation needs are assessed at student intake and, if necessary, students are placed in the group of a Spanish speaking Advocate Counselor (who is the primary contact between the school and the home). To date we have not had other language barriers to contend with. Should other language needs arise, we would notify parents of the Chancellors Regulation and devise a plan to provide translation and interpretation as needed at the time of student intake.

