



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : Brooklyn Technical High School

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K430

PRINCIPAL: Randy J. Asher EMAIL: rasher@schools.nyc.gov

SUPERINTENDENT: Karen Watts

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
R. Asher	*Principal or Designee	
D. Baldwin	*UFT Chapter Leader or Designee	
E. Greene	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
M. Gorbonosov	Student Representative	
K. Prasannam	Student Representative	
M. Mandery	CBO Representative, BTAF	
E. Ludwig	Member/UFT	
J. DiBenedetto	Member/UFT	
K. Cera	Member/PTA	
C. Ying	Member/PTA	
M. Morgan	Member/PTA	
A. Braithwaite	Member/PTA	
J.R. Barclay	Member/CSA	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- To increase our College Enrollment Rate from 86.7% to 90% on the 2011-2012 Progress Report.

Comprehensive needs assessment

- The Brooklyn Technical High School Parent-Teacher Association identified College Placement as the most significant outcome of the high school experience. The most recent Progress Report data indicates a 97.7% Four Year Graduation Rate, a 97.2% College Readiness Index but a College Enrollment Rate of only 86.7%. We believe this is due to poor data management and requires refinement of our college office services and protocols. We also believe having a graduating class in excess of 1,100 students and headed to 1,400 students in the next two years will increase the importance of accurate data management.

Instructional strategies/activities

- The following strategies will be implemented:
 - a) Analysis of College Enrollment data by ethnic subgroup and gender; review of guidance and college office protocols
 - b) We intend to offer targeted professional development to faculty and staff; external site visits to explore best practices at other selective high schools; offer workshops to students and parents regarding the college process; implementation of new technology (Naviance) with the entire faculty.
 - c) This initiative will be supervised by the new Assistant Principal of Pupil Personnel Services and a liaison from the SLT.
 - d) Framework will be due January 15, 2012 and site visits will begin February 1, 2012. Workshops will be conducted throughout the late Fall and Spring semesters.

Strategies to increase parental involvement

- Regularly scheduled PTA meetings will include College Process as a regular agenda item.
- Parent Engagement Office Monthly Newsletter will include College Process information.
- Special workshops will be conducted to allow parents to better comprehend the college application process including financial aid services.
- Workshop materials and possible videos will be available on the school website as an asynchronous resource for time constrained parents.
- Workshops will be conducted in multiple languages to serve a wide array of families.

Strategies for attracting Highly Qualified Teachers (HQT)

- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

Service and program coordination

- As a CTE school, our "MAJORS" program allows students to select a concentration of study in a particular discipline. The program also involves college and career exploration including "Career Day" which involves 90+ alumni speakers and hundreds of students discussing professions and points of entry.

Budget and resources alignment

- Per session, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To improve the interpersonal environment of Tech amongst all constituencies and increase our Learning Environment Scores by .1 in each area.

Comprehensive needs assessment

- Though the Learning Environment Survey is biased against large schools, our data indicates that we must continue to improve in specific identified metrics.

Instructional strategies/activities

The following strategies will be implemented:

- a) All students will be involved.
- b) The use of student representatives by Major, Team Captains, and elected officers of the Student Government will be targeted.
- c) Similar targeted subgroups will be implemented for faculty feedback sessions on schoolwide issues addressed in the LE Survey as well as parent groups.
- d) Winter and Spring 2012.

Strategies to increase parental involvement

- Targeted workshops, PTA meetings, and comprehensive article in the newsletter produced by the Office of Student and Parent Engagement shall improve parental involvement.

Strategies for attracting Highly Qualified Teachers (HQT)

- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

Service and program coordination

- Standing committees, formal frameworks for feedback such as UFT Consultative Council, informal meeting in the Teacher Cafeteria, parent workshops, and routine meetings with Student Government will facilitate coordination of our efforts.

Budget and resources alignment

- Per session and per diem funding will help support this initiative.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate the creation of the new "Modernization Task Force" that will be tasked with addressing some of the identified areas of concern.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To have 100% compliance in implementing the required elements of the Common Core Learning Standards in all Regents classes.

Comprehensive needs assessment

- The tasks are required as per Deputy Chancellor Suransky as part of the rollout of the Common Core Learning Standards.
- The tasks will begin to allow faculty members to incorporate literacy and numeracy skills into all content areas.

Instructional strategies/activities

- The following strategies will be implemented:
 - a) Data analysis of subgroup performance including gender analysis will be conducted using the “Prosper” software from Scantron.
 - b) Each department has a minimum of two faculty members trained in the use of the software who will facilitate data entry and analysis.
 - c) Each department has an Inquiry Team and a dedicated group of faculty members working on Assessments as a C-6 assignment.
 - d) Assessments will be designed in Fall 2011 and implemented throughout Winter and Spring 2012.

Strategies to increase parental involvement

- The Common Core learning Standards will be presented as a PTA meeting.
- A summary of statistical results will be posted on the school website.

Strategies for attracting Highly Qualified Teachers (HQT)

- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

Service and program coordination

- The C-6 menu was crafted in collaboration with the UFT to provide time for faculty members to work on curriculum and assessment projects.
- Many of the CTE industry assessments infuse literacy and numeracy skills that exceed the Common Core Learning Standards to meet industry expectations.

Budget and resources alignment

- Common Core Per Session, Data Specialist funding, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- To begin implementation of a research based framework for teacher evaluations by requiring administration to focus 100% of the observation process (both formal and informal) on four specific criteria.

Comprehensive needs assessment

- The NYSED has adopted Research Based Frameworks as part of the Race to the Top funding initiative.
- Based on historical empirical evidence, the overwhelming majority of the faculty are proficient and satisfactory teachers.
- To continuously improve pedagogical practice, satisfactory teachers often require professional goals to strive for to improve specific skills to the “Mastery” level.

Instructional strategies/activities

- The following strategies will be implemented:
 - a) Subgroups of faculty members will be identified through Fall 2011 observations to participate in target professional development for Spring 2012. The focus will be on four specific elements that are currently contractually agreed upon elements of the pedagogical rating process:
Designing Student Assessments – currently called “Effective Use of Appropriate Methods and Techniques” (B6); Creating an Environment of Respect and Rapport – currently called “Professional Attitude” (A4) and “Maintenance of a Wholesome Classroom Atmosphere” (B3); Engaging Students in Learning – currently called “Skill in Adapting Instruction to Individual needs and Capacities” (B5) and “Skill in Making Class Lessons Interesting to Pupils” (B7); Communicating with Families – currently called “effort to Establish and Maintain good relationships with parents” (D2).
 - b) External vendors as well as the UFT teacher Center will provide professional development. Assistant Principals will be trained in writing framework based observations.
 - c) Pre and post observation conferences as well as professional development through departmental meetings will increase familiarity with the framework and allow for interactive discussions regarding implementation processes.
 - d) Fall 2011-Spring 2012

Strategies to increase parental involvement

- The concept of framework based skill development will be presented as a PTA meeting.
- The Office of Student & Parent Engagement will coordinate with respective subject area supervisors to resolve any areas of concern regarding parent interactions with individual teachers.

Strategies for attracting Highly Qualified Teachers (HQT)

- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth, specifically in these areas.

Service and program coordination

- Professional development offered by Brooklyn Technical HS, CFN 2.1, Districts 13/76, and Citywide will be made available to the faculty.
- Participation in Regional and National Conferences such as NCTM will be integrated into our planning.

Budget and resources alignment

- Per Session, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- 100% of faculty will engage in Inquiry Work.

Comprehensive needs assessment

- There is a citywide expectation of teachers engaging in Inquiry Work as per the memo issues by Deputy Chancellor Suransky.
- Many faculty members are operating in a data vacuum and are not aware of systemic instructional issues and collegial best practices.
- Data driven instruction has resulted in improved outcomes for piloted groups at Brooklyn Tech in 2010-2011.

Instructional strategies/activities

- The following strategies will be implemented:
 - a) Inquiry Groups will be formed for each Major as well as exam based courses (Regents, AP, PLTW)
 - b) All staff will engage with Majors facilitated by aligned Guidance Counselor and subject areas facilitated by corresponding Assistant Principals.
 - c) Teachers will provide data, participate in data analysis, and determine intervention plans in consultation with Assistant Principals.
 - d) Fall 2011 – Spring 2012

Strategies to increase parental involvement

- Parental contact regarding student performance is mandated by school policy.
- Inquiry Work will be presented at a PTA meeting and described in great detail via the Student & Parent Engagement Newsletter.
- Workshops regarding the use of digital information systems such as ARIS and SKEDULA will be conducted for parents.
- The Phonemaster will be used to contact families with important messages regarding underachieving students.

Strategies for attracting Highly Qualified Teachers (HQT)

- As one of the best high schools in the United States (US News, Newsweek, INTEL, PLTW), we do not have any issues attracting or retaining the highest quality educators available.
- A comprehensive professional development program is available and coordinated by the UFT Teacher Center Site Committee to facilitate faculty growth.

Service and program coordination

- NCLB data analysis, Progress Report data, NYSED AOR/CIR reports and HSST/STARS will be used to track student progress.
- CTE aligned programs and small learning communities will increase awareness of students having difficulty.

Budget and resources alignment

- Use of C-6 time will be documented.
- Per Session, per diem, and CTE VATEA granted funds will supplement the instructional program to achieve the aforementioned objectives.
- Supplemental funding through the Brooklyn Tech Alumni Foundation will facilitate professional development opportunities, provide transformational learning experiences for students, and support curriculum alignment with standards set by higher academia and industry as well as the Common Core.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	69	0	N/A	N/A	66	10	2	4
10	N/A	N/A	N/A	N/A	15	9	3	6
11	20	6	3	14	13	11	2	7
12	12	4	8	29	133	8	2	3

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Small group and one-to-one tutoring before, during, and after school http://www.bths.edu/tutoring/tutoring.jsp</p>
Mathematics	<p>Small group and one-to-one tutoring before, during, and after school http://www.bths.edu/tutoring/tutoring.jsp</p>
Science	<p>Small group and one-to-one tutoring before, during, and after school http://www.bths.edu/tutoring/tutoring.jsp</p>
Social Studies	<p>Small group and one-to-one tutoring before, during, and after school http://www.bths.edu/tutoring/tutoring.jsp</p>
At-risk Services provided by the Guidance Counselor	<p>Small group and one-to-one counseling before, during, and after school http://www.bths.edu/tutoring/tutoring.jsp</p>
At-risk Services provided by the School Psychologist	<p>Partial evaluative services one day per week http://www.bths.edu/tutoring/tutoring.jsp</p>
At-risk Services provided by the Social Worker	<p>Partial evaluative services two days per week http://www.bths.edu/tutoring/tutoring.jsp</p>
At-risk Health-related Services	<p>Full time nurse and school health aide – staffed in infirmary</p>

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 all students by:

- 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;

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 and the use of technology to monitor the academic process of the student;
- 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.
- maintain an Assistant Principal to serve as a liaison between the school and families. The AP of Student & Parent Engagement 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; college admissions and processing college applications, 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 1st 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;

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

- holding an annual 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;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing access to dynamic online grade books and academic progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter and web publication designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st 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;
- 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 in the school
- 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.