



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: PARK PLACE COMMUNITY – MS 266

PRINCIPAL: MS. GLENDA ESPERANCE

EMAIL: GESPERA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BARBRA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Glenda Esperance	*Principal or Designee	
Leandra Pizarro	*UFT Chapter Leader or Designee	
Cynthia Ortiz	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Tracy Gregory Ellis	Member/Teacher	
Viola Scott	Member/Teacher	
Brenda Donald	Member/Teacher	
Curtis Smith	Member/Teacher	
Adrian Williams	Member/Parent	
Vaunda Olive	Member/Parent	
Tyeesha McDonald	Member/Parent	
Vacancy	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

identify gaps in learning to offer feedback and share effective strategies to improve student outcomes

- Humanities, Science, CTT, Math and ELA Teachers will attend Network Lab Sites- PD effective strategies for teaching literacy in content area
- Each piece of student work will be examined by a Team of teachers and scored against benchmark work samples. Each piece of student work will be given a score of 1-2-3- or-4 and a comment explaining the score will be provided.
- Frequent observations of instructional staff using Danielson Framework for Teaching to provide low inference actionable feedback.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants **Other-describe** here: Focus Group
- Tax Levy, Title I, ARRA RTTT Citywide Inst Exp
- Teacher Per Session 2-3 times weekly
- Supervisor Per Session 2-3 days per week
- Professional and instructional materials for daily instruction. (Including hardware, software)
- Consultants

Service and program coordination

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

- School works closely with Attendance teacher to reach out to families of students with attendance below NYC 90% standard.
- Afterschool program will service approximately 100 Level 1 and Level 2 student for approximately 30, 2 hour sessions, with 6 teachers working in groups of 15-20 students each, including time for teachers to collect and analyze data around student performance.
- Funds will be used will used to purchase common core aligned material through the American Reading Company, Common Core aligned Performance Tasks were purchased for Social Studies and Science to support the Literacy. Classroom Libraries were also purchased for all ELA Classrooms
- Brooklyn Connections- collaboration with teaching the Brooklyn Public Library to infuse the use of informational text into the NYC social studies and ELA curricula for Middle School students.
- Teachers participated in 4 Professional Development sessions given in house by staff developer from American Reading Company

- Network Liaisons/Staff Developers and School Administrators will work with teachers to enhance their ability to use data in order to plan strategically.
- Administrators and teachers will work together on regular basis using the common core standards, along with unit assessments in English Language Art, Mathematics, Social Studies and Science, to identify gaps in student knowledge across core areas and next steps order to assess students, identify trends and plan next steps in order to plan for those specific student needs.
- Teachers and administrators will work collaboratively to identify and implement rigorous performance tasks that are aligned with the CCLS and Citywide Instructional Expectations and will work together to score these collaboratively using a common rubric.
- To teacher teams will meet on a consistent basis to collaboratively develop curriculum maps that will identify core content, educational activities, interventions, best practices and assessments. Administrators and teachers work together using the common core standards and results from unit assessments to identify gaps in student knowledge, trends and next steps. When necessary, adjustments to the curriculum maps are made to ensure that the needs of all students are being met.

Budget and resource alignment

- Indicate your school’s Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 - Tax Levy** Title IA Title IIA Title III Set Aside Grants Other-describe here: _____
 - Tax Levy, Title I, ARRA RTTT Citywide Inst Exp
 - Teacher Per Session 2-3 times weekly
 - Supervisor Per Session 2-3 days per week
 - Professional and instructional materials for daily instruction. (Including hardware, software)
 - Consultants

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- School works closely with Attendance teacher to reach out to families of students with attendance below NYC 90% standard.
- Afterschool program will service approximately 100 Level 1 and Level 2 student for approximately 30, 2 hour sessions, with 6 teachers working in groups of 15-20 students each, including time for teachers to collect and analyze data around student performance.
- Funds will be used will used to purchase common core aligned material through the American Reading Company, Common Core aligned Performance Tasks were purchased for Social Studies and Science to support the Literacy. Classroom Libraries were also purchased for all ELA Classrooms
- Brooklyn Connections- collaboration with teaching the Brooklyn Public Library to infuse the use of informational text into the NYC social studies and ELA curricula for Middle School students.
- Teachers participated in 4 Professional Development sessions given in house by staff developer from American Reading Company

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

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

Major Recommendation

Strengthen systems to support teachers in identifying interim- and long-term goals that include measurable outcomes to track student progress. School practices do not always align to the Comprehensive Educational Plan or consistently make clear for students the criteria for success. As a result, students are unable to monitor their academic progress. The school does not provide all teachers with carefully scaffold opportunities to develop systems for accessing targeted students' progress on interim goals. -Quality Review Report 2010- 2011 pg.5

Tenet # 4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

 x 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

All teachers will participate in a department meeting every five days meetings with support from school administrators and network liaisons. Network Liaisons/Staff Developers and School Administrators also meet with Teacher Teams, comprised of teachers across grades and subject areas, on a weekly basis to look at student work around a common focus in order to assess students, identify trends and plan next steps.

Instructional strategies/activities

- After participating in professional development sessions about Common Core-aligned, evidence-based essay-writing units (including grading these essays using common rubrics), teachers will collaboratively plan units that develop students' capacity in the targeted areas.
- Teachers will implement writing units during teacher team meetings throughout the year, teachers will use checklists and rubrics to assess the effectiveness of the writing unit. Instructional resources from the Common Core Library will serve as design models.
- 80% of all English, science and social studies teachers will implement two common core aligned writing units, followed by culminating performance tasks, to their students by May 2013.
- Evaluate data gathered by teachers in grade 7, using a common rubric as the tool of measurement.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- Tax Levy, Title I, Citywide Inst Exp
- Teacher Per Session 1 time weekly
- Supervisor Per Session 1 day per week
- Professional and instructional materials for daily instruction. (Including hardware, software)
- Consultants,

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- School works closely with Attendance teacher to reach out to families of students with attendance below NYC 90% standard.
- Afterschool program will service approximately 100 Level 1 and Level 2 student for approximately 30, 2 hour sessions, with 6 teachers working in groups of 15-20 students each, including time for teachers to collect and analyze data around student performance.
- Funds will be used will used to purchase common core aligned material through the American Reading Company, Common Core aligned Performance Tasks were purchased for Social Studies and Science to support the Literacy. Classroom Libraries were also purchased for all ELA Classrooms
- Brooklyn Connections- collaboration with teaching the Brooklyn Public Library to infuse the use of informational text into the NYC social studies and ELA curricula for Middle School students.
- Teachers participated in 4 Professional Development sessions given in house by staff developer from American Reading Company
- Funds will be used to provide teachers with afterschool planning sessions using data generated from In-house assessments, Jupitergrades.com, ARIS and Acuity.

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

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

Based on the data generated from the 2011- 2012 Learning Environment Survey following can be concluded

- The percent of teachers who selected “strongly agree” or “agree” to the NYC School survey question “Order and discipline are maintained at my school” **(6.4)**
- The percent of students who selected “strongly agree” or “agree” to the NYC School survey questions “ Most students treat teachers with respect”(4.9) and “Most students in my school treat each other with respect” **(5.3)**

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- To increase the number teachers that reply “strongly agree” or “agree” to the NYC School survey question, “Order and discipline are maintained at my school”
- To increase the number students that reply “strongly agree” or “agree” to the NYC School survey question, “Most students treat teachers with respect” and “Most students in my school treat each other with respect”
- Decrease total number of superintendent suspensions based on classroom incident will decrease by 5% from school year 2011- 2012 to 2012- 2013.

Instructional strategies/activities

Develop staff’s ability to prevent disciplinary problems and develop a positive, collaborative school culture conducive to academic achievement. One of the priorities for the 2012- 2013 school year is creating a school-wide behavior policy. Teachers and school administrators have been working collaboratively to develop school- wide rules and procedures. School leaders have been emphasizing and reinforcing relevant rules and procedures as outlined in NYC School Discipline Code. In an effort to create a successful and consistent school-wide system, we will collaborate with Positive Behavior Intervention & Support (PBIS) to ensure that at least 75% staff is trained on the guidelines of the program by May 2013.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

- Tax Levy, Title I, ARRA RTTT Citywide Inst Exp
- Professional and instructional materials for daily instruction. (Including hardware, software)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- School works closely with Attendance teacher to reach out to families of students with attendance below NYC 90% standard.
- Funding was allocated to teachers to participate in afterschool planning sessions geared to developing a school- wide behavior policy.
- Afterschool program will service approximately 100 Level 1 and Level 2 student for approximately 30, 2 hour sessions, with 6 teachers working in groups of 15-20 students each, including time for teachers to collect and analyze data around student performance.

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

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

Enrich offerings to increase parent involvement and engagement in order to build capacity that helps students meet high expectations. The school is in the process of cultivating a broad base of parent engagement but it has not yet developed workshops and programs for parents to learn supports for their children at home. While student goals are shared with parents, they are not aware of how to help their children at home to meet his or her goal. Neither the ARIS parent link nor the open-source online grade book has been clearly introduced to parents. Consequently, parents cannot track their child's progress beyond the report card system, nor are they provided with suitable opportunities to hone their own technology skills to support this effort, even though it is a school focus. -Quality Review Report 2010- 2011 pg.5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

Improve parental outreach in order to support shared parent- school accountability, parent access to information about their child's educational options and parents' capacity to improve their children's achievement.

Strategies to increase parental involvement and engagement

Some examples of how we will engage in effective planning and reciprocal communication with family and community stakeholders are as follows:

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports, quarterly report cards, ACUITY
- Provide parents reasonable access to staff.
- Utilize an online grade book, Jupitergrades, which allow students and parents check their current grades, homework and academic progress online anytime
- During preparation periods teachers conduct- conferences, telephone calls
- School wide/Grade Meetings
- Monthly mailings
- Distribute quarterly newsletters
- Host Parent ARIS Link training for parents
- Jupitergrades Parent Training

- Parent Coordinator serve as Liaison
- Individual parent conferences upon request
- Meet Your Teacher- Curriculum Conferences Fall 2012
- Parent Workshops during the evening and during the school day
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Multicultural Feast, School Leadership Team, PTA, Volunteers-Lunch-Monitors, Chaperone, for trips and school social events, Open House, Career Day, Guest Speakers

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____
- Tax Levy, Title I,
- Professional and instructional materials for daily instruction. (Including hardware, software)

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - School works closely with Attendance teacher to reach out to families of students with attendance below NYC 90% standard.
 - Guest speakers and local professionals participate in school wide town halls

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Direct instruction to small group during AIS periods</p> <p>One-to-one tutoring using ACUITY</p> <p>Materials for specific skill practice include Common Core Workbooks from Option</p> <p>Extended Day and Saturday Academy</p>	Small group, one to one, tutoring	Afterschool
Mathematics	<p>Direct instruction to small group during AIS periods</p> <p>One-to-one tutoring using ACUITY</p> <p>Materials for specific skill practice include Common Core Workbooks from Option Extended Day and</p>	Small group, one to one, tutoring	Afterschool

	Saturday Academy		
Science	<p>Direct instruction to small group during AIS periods</p> <p>One-to-one tutoring using ACUITY</p> <p>Materials for specific skill practice include Common Core Workbooks from Option</p> <p>Extended Day and Saturday Academy</p>	Small group, one to one, tutoring	Afterschool
Social Studies	<p>Direct instruction to small group during AIS periods</p> <p>One-to-one tutoring using ACUITY</p> <p>Materials for specific skill practice include Common Core Workbooks from Option</p> <p>Extended Day and Saturday Academy</p>	Small group, one to one, tutoring	Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-to one and small group service are provided to students during lunch period by part-time guidance counselor.	Small group, one to one, tutoring	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

At least 90% of staff are tenured and are teaching in their designated license area.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. 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 [?](#)

Cluster Leader/Network Leader Kathy Pelles	District 13	Borough Brooklyn	School Number 266
School Name Park Place Community M S 266			

B. Language Allocation Policy Team Composition [?](#)

Principal Michele L. Robinson	Assistant Principal Brenda Lee
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Guinelle Williams
Teacher/Subject Area Cecilia Ouedraogo/Foreign Lang	Parent Nelly Hereida
Teacher/Subject Area Viola Scott/ELA	Parent Coordinator Shanise Cardona
Related Service Provider Nilda Neusi	Other type here
Network Leader Kathy Pelles	Other type here

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	190	Total Number of ELLs	5	ELLs as share of total student population (%)	2.63%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

Park Place Community Middle School 266 is a small learning community comprised of 197 students which includes 7 Inclusion students from P.S./IS 77K which is a District 75 school. We are housed on the fourth floor of a shared campus with P.S./IS 77. We currently have 5 ELL students on register, i.e. three on grade 7 and two on grade 6. One of the 6th graders is a Special Education student. Both 6th graders are in a CTT class. All of the 7th graders are in a CTT class with one of them repeating the grade for a second time.

As qualified students are admitted to the school, upon the admission of an ELL student or potential ELL student, the school LAP team will:

1. Secretary, Jennifer Cole will administer the Home Language Surveys within 10 school days. Jennifer Cole is a fully licensed School Secretary.
2. Translation services will be provided if needed via home language surveys available in 15 native languages and/or on-site translators
3. Parents/guardians will be invited to school to have face to face meetings and informal oral interviews in English and/or in their home language, with Administrative Team, Teachers, Guidance Counselor, Administration, Team Members, and Parent Coordinator will ensure that parents are aware of these meetings via continuous parent outreach such as phone calls, letters, emails, meetings, etc.
4. Parent & LAP Team members will communicate over the phone, School Messenger service, e-mail as well as in person in order to maintain on-going communication about student progress and school wide events.
5. The LAB-R, if deemed appropriate and necessary, will be administered within 10 school days of student enrollment in school by Cecilia Ouedraogo.
6. The exams will be graded in house and sent out to be scanned.
7. Cecilia Ouedraogo, with assistance from LAP team will determine whether or not specific students are deemed ELL's or non ELL's
8. Tricia Hazlewood and LAP Team will communicate and inform parents and guardians of various ELL programs in the community and have them select their #1 preference program in person
9. Parents will be invited to school for these informational meeting sessions ; this will take place within 10 days of student enrollment in school

10. Jennifer Cole and Shanise Cardona will inform parents & guardians of the neighboring schools that offer their #1 chosen program if necessary.

Annually, the LAP team, with the assistance from our testing and data inquiry teams will analyze data in ARIS and ATS. These teams will identify any current or former ELL students by Looking at NYSLAT data.

Part III: 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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							2	3						5
Push-In														0
Total	0	0	0	0	0	0	2	3	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	1
SIFE		ELLs receiving service 4-6 years	5	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 special education. [?](#)

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL				5						5
Total	0	0	0	5	0	0	0	0	0	5

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish							2	3						5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	2	3	0	0	0	0	0	5

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							2	3						5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	2	3	0	0	0	0	0	5

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Students are placed in heterogeneously grouped classes by grade and travel to classes by department. Two sixth graders and the three seventh grade students are in CTT classes. These students receive instruction in core content courses from a general ed and special education teacher. The school program is arranged in a block schedule format with A-F days to ensure continuity of instruction Literacy is supported with core content classes e.g. science and social studies. The NYC/NYS social studies curriculum is taught using a Humanities approach. This approach lends itself to all strands of ELA in addition to the social studies curriculum. There are five ELL students in our school which is not a large enough population to identify sub-groups. Students receive weekly direct service by grade in a pull-out model. Service is provided to students by a foreign language teachers. Students receive additional support during AIS services in three 50 minutes blocks weekly. Teachers use a variety of texts, software, on-line resources and supplementary materials with students, including tradebooks and periodicals.

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:

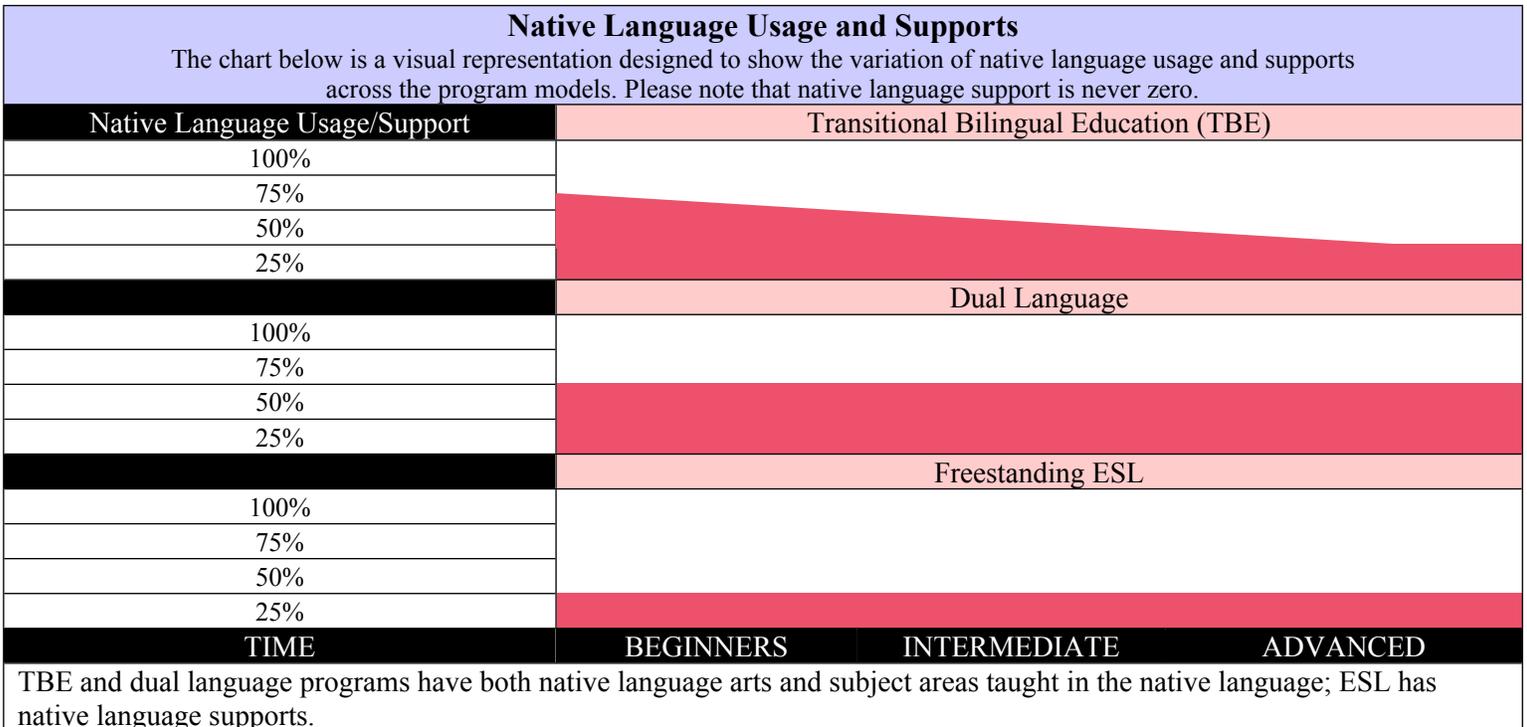
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Students receive additional small group instructional support during 7th period which is three 50-minute blocks weekly. Teachers incorporate the use of technology to enhance and differentiate instruction for all learners. All classrooms are equipped with Smart Boards, LCD projectors and laptops for student usage. Digital cameras are also available for student use. Software and educational web services are used to construct lessons. Students also use these modalities to create projects, presentations and reports. French (grade 6) and Spanish(grades 7 &8) are offered as foreign language electives to all students.

C. Schools with Dual Language Programs

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

N/A

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Teachers participate in school level, Network and City professional development on effective strategies for teaching literacy to middle school level students including ELL's, i.e. Common Core Learning Standards, differentiated instructional strategies, and thinking skills. Teachers participate in monthly Network Lab Sites to gain knowledge of effective instructional strategies for working with ELL students. Professional materials and webinars provide additional support to pedagogues. Teachers also attend in-town and out-of town conferences that address the needs of ELL students. Students participate in school clubs, group activities and mentoring programs to acquire communication and social skills. Additional academic support is offered afterschool and during lunch tutorials.

E. Parental Involvement

1. Describe parent involvement in your school, including 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?

There is a newly formed functioning PTA at our school. Data of parental needs are gathered through The Learning Environment Survey, Quality Review process and annual parent surveys distributed by our Parent Coordinator. Parents participate in workshops provided through the PTA and hosted by our Parent Coordinator. These workshops provide parents with support and strategies for assisting their children to make and maintain academic progress in school. Parents are also provided with information about CBO's and agencies that provide support and services for parenting, academic and socioemotional issues. Translation services are provided by our Parent Coordinator, staff members and NYC DOE as necessary.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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
Intermediate(I)								1						1
Advanced (A)							2	2						4
Total	0	0	0	0	0	0	2	3	0	0	0	0	0	5

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							1	2					
	P							1	1					
READING/ WRITING	B													
	I								1					
	A							2	2					
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1	1		2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
7	2	1			3
8					0
NYSAA Bilingual Spe Ed					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					1		1		2
7	1				2				3
8									0
NYSAA Bilingual Spe Ed									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 Spe Ed									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 Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

The ELL population consists of 5 students across two grades. This number is too small to discern patterns and/or trends. Students have made gains in each part of the exam from year to year. 4 of the 5 students have scored at the Advanced level of the exam. The students consistently do better on the Speaking and Listening sections of the NYSELAT.

This team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including Parent Involvement procedures, course work, instruction, and teacher professional development. The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting intake team member, guidance counselor and Parent Coordinator and/or Team Member will serve as points of contact between the home and school.

The testing team ensures that all ELL & former ELL students are provided with testing modifications. The team works with all teachers to ensure that all ELL & former ELL students are provided with support via extra help classes in science, reading and math. Teachers utilize State Exams, ACUITY, ARIS and internet links to support ELL & former ELL students. The school's literacy teachers work alongside the teaching staff to include the following materials into daily instruction: practice assessments, benchmarks assessments from CEP, ACUITY, Predictives, independent reading books, instructional hand-outs, in school curriculum maps, as well as core curriculum and textbooks.

Members of the LAP Team will also coordinate in-house translating when capable or utilize DOE translation resources as necessary. The

guidance counselor will correspond with any teacher to ensure that student assessment, performance, instruction, and stress related to such is managed. Overlap of LAP Team Members with the school’s Pupil Personnel Team (PPT) and school’s Academic Intervention Services Team (AIS) is strategic in order to ensure that support is complete. Close communication among these three teams is essential to ensure that there is clear collaboration and support from the content area teachers and ESL teacher. All decisions will be made in consultation and approved by the building principal.

The LAP Team will also be represented on the Cabinet, Data Inquiry Team and School Leadership Team by the Assistant Principal and the Principal to ensure that budget, staffing, intervention plans, etc. are all strategic, data-based and in alignment with needs of the ELL student(s). As a “living document,” the CEP and Language Allocation Policy will be reviewed and amended yearly to ensure that the needs of ELL or former ELL students who may attend Scholars’ Academy are addressed beyond the requirements of the State Education Department. The school LAP Team plays an active role in the development of an instructional plan for the ELL students to support and ensure academic success.

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 additional information here

Part VI: LAP Assurances

School Name: Park Place Community MS

School DBN: 13K266

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michele L. Robinson	Principal		1/1/01
Brenda Lee	Assistant Principal		1/1/01
Shanise Cardona	Parent Coordinator		1/1/01
Cecilia Ouedraogo	ESL Teacher		1/1/01
Nelly Hereida	Parent		1/1/01
Viola Scott	Teacher/Subject Area		1/1/01
Dawn Ramirez/ Math	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Guinelle Williams	Guidance Counselor		1/1/01
Kathy Pelles	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13k266 **School Name:** Park Place Community Middle School

Cluster: 1 **Network:** 112

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

Part A: Needs Assessment Findings

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

Analysis of BESIS, ARIS , HLS during enrollment as well face to face encounters with parents and guardians during meetings and orientation sessions.

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.

There are two families that require oral and translation services at our school.

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.

Written translation of documents in Spanish and French are done in-house by foreign language teacher at the school

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services in French and Spanish are provided in-house by foreign language teacher and parent coordinator. DoE interpretation services in other languages are available if necessary.

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>.

Signage in building and Parent Bulletin boards display information about DoE interpretation services. This information is shared during all meetings with parents/guardians including Orientation sessions for new and incoming students.