



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: GLENDA ESPERANCE
DBN (i.e. 01M001): 13K266
Principal: GLENDA ESPERANCE
Principal Email: GESPERA@SCHOOLS.NYC.GOV
Superintendent: BARBRA FREEMAN
Network Leader: KATHY PELLER

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

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

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 13K266

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	144	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	6	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	72.9%	% Attendance Rate		92.3%	
% Free Lunch	78.2%	% Reduced Lunch		9.0%	
% Limited English Proficient	2.6%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		64.7%	
% Hispanic or Latino	32.1%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	1.9%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	0.16	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		N/A	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		19.9%	
% Teaching with Fewer Than 3 Years of Experience	7.7%	Average Teacher Absences		7.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.0%	Mathematics Performance at levels 3 & 4		9.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		61.2%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		87.5%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Purchased Common Core Aligned materials in Mathematics, English Language Arts, Science & Social Studies and resources to address the various performance levels of our students. Intervention and Enrichment materials were also purchased • Purchased AIS materials for all students • Funded afterschool program that serviced approximately 80- 100 students • Funded parental involvement activities that strengthened the line of communication between the school and home • Funded on-site professional development opportunities for teachers 			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Increase the number of onsite Professional Development Opportunities • Decrease class size of afterschool classes. Ratio of student to teacher was high 1:15 and 1: 20. 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Limited amount of resources to fund professional development by contracted vendors of the DOE • Many of our students required extended day support in addition to traditional supports rendered during the regular school day. • Limited amount of resources to sustain programs for the entire of the year 			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<ul style="list-style-type: none"> • Afterschool Program- Student attendance increased over 50% from the prior school year. • Academic Progress- Students made academic gains on the 2013 NYS examination as per the data generated from 2012- 2013 Progress Report • Implementation of Common Core- Purchase of common core aligned materials • 90% percent attendance rate to AIS program. • Establishment of school-wide discipline code • Improved parent access to information about the school community as per data generated from the 2012- 2013 Learning Environment Survey 			
Were all the goals within your school's 12-13 SCEP accomplished?			Yes X No
If all the goals were not accomplished, provide an explanation.			
Although our school experienced a 26 point gain in student progress, our proficiency levels are low. According to the new common core proficiency ratings, a majority of our students are functioning at a Level 1 and Level 2.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?		X Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The population of Level 1 and Level 2 has increased drastically. We have a greater amount of students with significant academic needs. However our funding remained the same or decreased.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> • Decrease the number of SWD performing at Level1 on NYS ELA and Mathematics Exam by 25% • Decrease the number of General Education students performing at Level 1 on the NYS ELA and Math Exam by 25% • Increase the number of student performing at Level 3 and 4 on the NYS ELA and Mathematics Exam by 25% 			
Describe how the school leader(s) will communicate with school staff and the community.			
We communicate with the school staff and the community via town hall meetings, School Leadership Teams, Parent Teacher Association, Parent Teacher Conferences, assemblies, mailings, school messenger and website			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is embedded in our mission statement. At M.S. 266- Park Place Community School, we service ALL students. Our mission is to create an environment that promotes respect for racial and cultural diversity; to deliver rigorous			

academic curriculum; to utilize best practices for middle school level education; to utilize technological and community resources to increase opportunities for intellectual and social development; to develop well- rounded students through participation in the Arts

Describe the strategy for executing your theory of action in your school's SCEP.

We have a three year plan during which we will increase stakeholder buy-in, align goals to the budget and operational plan, increase Professional development , increase level of effective communications both internally and externally, utilize data to make informed decision

List the key elements and other unique characteristics of your school's SCEP.

- Ongoing opportunities to revisit, revise and track goals
- Inclusion of student voice in the decision making process
- Goals are created collaboratively to ensure the needs of all school community stakeholders are addressed

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We are on track to improving the academic success among our students. Recent reports indicate the following: 2012- 2013 NYC Progress Reports indicates a 26 point gain in student progress. 2013-2014 Quality Review preliminary feedback that we are a proficient school. 2012- 2013 Learning Environment Survey indicate that we outperformed the city in the area of communication

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
School leaders have a clear vision to promote student achievement and progress by establishing and strengthening systems in key areas including frequent monitoring of instructional practices that lead to continued school improvement- DSTDE Review School Briefing Notes							
Review Type:	DSTDE Review	Year:	2013	Page Number:	n/a	HEDI Rating:	E

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
X	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 at least 50% of teachers will demonstrate improvement in teaching practices as evidenced by at least 3-5 formative and evaluative written/verbal feedback based on classroom visits by the principal and assistant principal over the course of the year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <p><i>Principal and Assistant Principal will visit each teacher's classroom at least 3-5 times over the course of the year and provide teachers with formative and/or evaluative written or verbal feedback aligned to three school selected competencies. This formative feedback will be provided within one week after 75% of observations. Feedback will result in an improvement in teacher practice.</i></p>
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <p>1. <i>School Administrators, Lead Teachers, Network Liasons</i></p>
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ul style="list-style-type: none"> • <i>School leaders set up and follow a schedule for teacher observations and formative feedback aligned to school selected Danielson competencies that will be reviewed on a bi-weekly basis</i>
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ul style="list-style-type: none"> • <i>Observation schedule as tracked by school leaders. The process will begin in September 2013 and end in June 2014.</i>
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ul style="list-style-type: none"> • <i>Tailor our professional development plan to address the needs of all our community stakeholders- administrators, teachers, students and parents- NYC contracted vendor, Positive Conflict Management to conduct professional development on Election Day, Chancellor's Day and a Department of Education approved professional development session.</i> • <i>Bi-weekly meetings with Administrative Team to share and analyze students' work to best practices and share effective instructional strategies to improve student outcomes. 12 teachers 1 hour of per session Bi-weekly. Purchased supplies such as binders, plastic sleeves, chart paper and printing paper.</i>

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.													
X	PF Set Aside		X	Tax Levy		X	Title IA		Title IIA		Title III		Grants

List any additional fund sources your school is using to support the instructional goal below.							
1. Rollover Title 1 Correct 91 PS Pch Svd Loc Trvl							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Teachers are meeting collaboratively around the development of curriculum maps aligned to the CCLS; however inconsistent higher order thinking skills and large conceptual understandings limits instructional practices and progress- DSTDE Review School Briefing Notes							
Review Type:	DSTDE Review	Year:	2013	Page Number:	n/a	HEDI Rating:	D

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.			
	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
<i>By June 2014, Math, Science, ELA and Humanities Teacher Teams, will build capacity to align units of study with the Common Core Learning Standards and deepen the inquiry process as evidenced by lesson planning, student task and classroom observation.</i>	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
1. Teacher teams will meet together during Common Prep Period and Inquiry Team Period to look collaboratively at student work in order to assess students, identify trends and plan next steps.	
B. Key personnel and other resources used to implement each strategy/activity	
6. Teachers, Lead Teachers, Administrators, Network Liaisons	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Systems will be monitored on a monthly basis	
D. Timeline for implementation and completion including start and end dates	
1. This activity will begin in September 2013 and end in June 2014	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ul style="list-style-type: none"> 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. - <i>Purchase common core aligned materials for classroom teachers American Reading Company, IReady, Study Island, Scholastic Code X, McGraw Hill, Pearson, Teacher created materials and 10 teachers 3 hour of per session monthly for grading common assessments.</i> 	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Rollover Title 1 Correct 91 PS Pch Svd Loc Trvl											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core				
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Teachers are using lesson plans and beginning to use data to inform grouping and multiple points of entry; however there is an inconsistent use of higher order questioning techniques which limits the achievement of targeted goals, and the understanding of complex instructional content, concepts and text - DSTDE Review School Briefing Notes											
Review Type:	DSTDE Review	Year:	2013	Page Number:	n/a	HEDI Rating:	D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.											
X	4.2 Instructional practices and strategies			4.3 Comprehensive plans for teaching							
	4.4 Classroom environment and culture		X	4.5 Use of data, instructional practices and student learning							

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, all students will be exposed to at least three units of study in Math, ELA, Science and Social Studies that are rigorous, tiered and differentiated to address a variety of student levels as evidenced by lesson plans, student task and classroom observation											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
Teacher teams will meet together during Common Prep Period and Inquiry Team Period to plan and look collaboratively at CCLS aligned materials and student work in order to assess students, identify trends and plan next steps.											
B. Key personnel and other resources used to implement each strategy/activity											
1. Administrators, Lead Teachers, Teachers Network Liaisons											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. This activity will be monitored on a weekly basis											
D. Timeline for implementation and completion including start and end dates											
1. The activity will begin in September 2013 and end in June 2014											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
<ul style="list-style-type: none">Purchase common core aligned materials and resources to match the various performance levels of our students.- <i>American Reading Company, IReady, Study Island, Scholastic Code X, McGraw Hill, Pearson, Teacher created materials</i>											

- Teacher teams will meet on a consistent basis to collaboratively develop lesson plans that will identify core content, educational activities, interventions, best practices and assessments. When necessary, adjustments to the curriculum maps will be made to ensure that the needs of all students are being met .- **Purchase common core aligned materials for classroom teachers such as American Reading Company, IReady, Study Island, Scholastic Code X, McGraw Hill, Pearson, Teacher created materials. 10 teachers 3 hour of per session monthly for grading comm0on assessments and unpacking the curriculu.**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The school community provides students with a safe and supportive environment; however, the school does not have a formal system in place to assess and support the social and emotional needs of all students.- DSTDE Review School Briefing Notes			
Review Type:	DSTDE Review	Year:	January 2013
Page Number:	n/a	HEDI Rating:	D

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.			
X	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, at least 75% of students will participate in programs focused around academic and/or social emotional development that will allow them to demonstrate progress towards achieving state standards as measured by a 20% increase in students scoring at a Level 3 and Level 4 on ELA and Math Assessments.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative school culture conducive to academic achievement.	
B. Key personnel and other resources used to implement each strategy/activity	
1. Administrators, Teachers, Lead Teachers, Students and Parents	

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- This system will be evaluated on a monthly basis
- D. Timeline for implementation and completion including start and end dates**
- This activity will begin in September 2013 and will end in June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Creation of “Student of the Month” Celebrations- Supplies for student certificates and incentive items
 - Creation of Student Advisory Class- instructional resources from Woodburn Press around positive student behavior
 - Homework Help Afterschool Program – *2 teachers 3 hours of per- session weekly, 1 supervisor 3 hours per- session*
 - Saturday Success Academy- *4 Teacher 4 hours of per session weekly, 1 supervisor 3 hours of per – session*
 - Social Enrichment Afterschool Programs (basketball, soccer, fencing, fitness and sign language – *4 teacher 3 hours of per-session weekly*

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Student progress and social emotional growth is encouraged by a school culture that fosters commitment and engagement by family, school and community stakeholders

Review Type:	DSTDE Review	Year:	January 2013	Page Number:	n/a	HEDI Rating:	E
---------------------	--------------	--------------	--------------	---------------------	-----	---------------------	---

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, parents will attend at least four school-wide social activities that will provide them with resources to further assist them in addressing both the academic and social needs of their children as evidence by attendance sheets and program feedback forms

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

Parent will be provided opportunities to participate in a variety of school-wide activities. These activities are as follows: Grade Town Hall, Parent Teacher Conference, Multicultural Feast, School Leadership Team, PTA, Volunteers-Lunch-Monitors, Chaperone, field trips, Open House, Career Day and other school social events

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

1. Schools Administrators, Parent Coordinator, Teachers, Lead Teachers, Parents and Students

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

1. This activity will be monitored on a monthly basis

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

1. This activity will begin September 2013 and End in June 2014

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

- Progress reports- *generated through online software Jupitergrades*
- Monthly mailings- *postage fees*
- Establish school website- *purchase e-chalk aligned website*
- Increase number of yearly Parent Teacher Conferences from 2 to 3- *10 teachers 2 hours of per session each*
- Meet Your Teacher- Curriculum Conferences Fall 2013- *8 teachers 2 hour of per session each*
- Parent Workshops during the evening and during the school day- *3 teachers 1 hour of per session each*
- Bilingual Parent Support Guides- *Woodburn Press*

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Direct instruction to small group during AIS periods One-to-one tutoring using Study Island Materials for specific skill practice include Common Core task from American Reading Company and Teacher Created Materials Extended Day and Saturday Academy	Small group, one to one, tutoring	During the day and Afterschool
Mathematics	Direct instruction to small group during AIS periods One-to-one tutoring using Math XL Materials for specific skill practice include Common Core Workbooks from Curriculum Associates Extended Day and Saturday Academy	Small group, one to one, tutoring	During the day and Afterschool
Science	Direct instruction to small group during AIS periods One-to-one tutoring using Study Island Materials for specific skill practice include Common Core task from American Reading Company and Teacher Created Materials	Small group, one to one, tutoring	During the day and Afterschool

	Extended Day and Saturday Academy		
Social Studies	<p>Direct instruction to small group during AIS periods</p> <p>One-to-one tutoring using Study Island</p> <p>Materials for specific skill practice include Common Core task from American Reading Company and Teacher Created Materials</p> <p>Extended Day and Saturday Academy</p>	Small group, one to one, tutoring	During the day and 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 day and Afterschool

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

1. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
85% of staff are tenured and are teaching in their designated license area.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • <i>Tailor our professional development plan to address the needs of all our community stakeholders- administrators, teachers, students and parents- NYC contracted vendor, Positive Conflict Management, to conduct professional development on Election Day, Chancellor's Day and a Department of Education approved professional development session.</i> • <i>Bi- weekly meetings with Administrative Team to share and analyze students' work to best practices and share effective instructional strategies to improve student outcomes 12 teachers 1 hour of per session Bi- weekly</i> • <i>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.- Purchase common core aligned materials for classroom teachers such as American Reading Company, IReady, Study Island, Scholastic Code X, McGraw Hill, Pearson, Teacher created materials. 10 teachers 3 hour of per session monthly</i>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Creation of anti – violence programs that promote academic, social and physical development.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> • <i>Bi- weekly meetings with Administrative Team to share and analyze students' work to best practices and share effective instructional strategies to improve student outcomes 12 teachers 1 hour of per session Bi- weekly</i> • <i>Teacher teams will meet on a consistent basis to collaboratively develop curriculum maps that will identify</i>

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.- ***Purchase common core aligned materials for classroom teachers. 10 teachers 3 hour of per session monthly***

- Monthly School Leadership Team Meetings

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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, Park Place Community Middle School (PPCMS), 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. PPCMS'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. PPCMS will support parents and families of Title I students by:

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports, quarterly report cards
- 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
- Create schoolwebsite
- Create email accounts for all students
- 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 2013
- 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

PPCMS'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. PPCMS 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;

PPCMS 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;

Park Place Community Middle 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;

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

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

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 266
School Name Park Place Community Middle School		

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

Principal Glenda Esperance	Assistant Principal Brenda Lee
Coach	Coach
ESL Teacher Cecilia Ouedraogo	Guidance Counselor Jennifer Denton
Teacher/Subject Area Adesuwa Ohunwu/ Sp. Ed. & ELA	Parent
Teacher/Subject Area Honey Arnold/ Sp. Ed. & Math	Parent Coordinator Shanise Cardona
Related Service Provider Nilda Nuesi / Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	143	Total number of ELLs	5	ELLs as share of total student population (%)	3.50%
--	------------	----------------------	----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input 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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	0	0	0	0	0	0	4	0	4	0	0	0	0	8
Pull-out	0	0	0	0	0	0	2	0	4	0	0	0	0	6
Total	0	0	0	0	0	0	6	0	8	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	3	0	2	0	0	0	5
Total	2	0	0	3	0	2	0	0	0	5

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
NYSESLAT and Reading Program from American Reading Company
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
After reviewing the NYSESLAT data, the patterns were:
 - Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are a challenge and are holding them back from the proficiency level. This is especially the case in the ELLs who are at the advanced level of proficiency.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Students who took test in their native language fared better than the students who took assessments in English. Some steps being taken to increase students success on examinations given in English are as follows: ensure that the student are using a glossary, explicitly review testing vocabulary terms and ensure that students familiar with test structure and expectations.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use practice NYSESLAT exams as benchmark assessments to track student success. Teachers are required to create student data binders that include various types of assessments. This binder will be used to monitor student progress on a daily basis. ESL teacher meets with administration on a bi-weekly basis to make any necessary adjustments to the curriculum.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The initial screening procedure is as follows: When ELLs come in the school to register, the Pupil Accounting secretary provides parents with a Home Language Identification Survey form (HLIS) to identify the child's language proficiency. Either the ESL teacher or another pedagogue then evaluates the HLIS form. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the Language Battery Assessment revised (LAB-R) is given to identify the child as an English Language Learner or English Proficient. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students' LAB-R scores, parents receive an Entitlement letter which informs them of their child's proficiency level.

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.
Parents are invited to attend a Parent Orientation Session to ensure that they understand all three program choices. At the orientation meeting various programs are described. The child is enrolled in the appropriate program within ten days. Furthermore, in order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. The ESL teacher, the Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are also provided with information about bilingual/ESL services and an opportunity to ask questions so that they can make an informed placement selection as well as information about the core curriculum, learning standards, expectations for students, and assessments
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Parents receive an Entitlement Letter in their home languages via mail. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator through a translator consistently contact the parents at home. However, should parents require assistance in filling out the Parent Survey and Program Selection forms, they can obtain assistance from a school personnel, i.e. the ESL Teacher/Coordinator and/or Parent Coordinator with the aid of a translator.
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.
Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. MS 266 offers the freestanding ESL program, and students receive the mandated hours of ESL services as determined by their level of English proficiency.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We take the following steps to administer all sections of the NYSESLAT- 1. Familiarize students with general format of Test 2- Notify Parents (dates, times, purpose, get rest, etc.) 3- Ensure that the teacher administering the exam is a certified teacher who has been trained in NYSESLAT Administration. 4- Check/Prepare answer sheets. (ensure students receive any entitled testing modifications) 5- Prepare/plan the room. 6-Plan for absences: Review Make-up dates
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is a Freestanding ESL Push- In/ Pull-Out program. We have a small group of ELLs in our building and consistently register approximately three to five students annually. Yes the program model is aligned according to the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
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)?

The organizational model is a Freestanding English Push- In and Pull- Out program. The program model is Ungraded and Heterogeneous. Regarding the Freestanding ESL program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week. MS 266 does not offer a Transitional Bilingual Program or Dual Language.

We currently have a Freestanding ESL Pull- In and Pull- Out program, and instruction is solely provided in English with ESL methodology and scaffolding techniques to support second language acquisition. Our students speak Spanish and Arabic. These students receive support in their native languages as needed or necessary. Our staff members are always available to reach out to these students to help them overcome problems stemming from a language barrier. In addition, most of our Spanish speakers are taking Spanish as a foreign language to support their native language literacy

All of our students are scheduled to receive seven periods of ELA classes and 4 periods of Humanities per week in addition to meeting their CR Part 154 mandates in ESL

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and to enrich language development, MS 266 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented, and students are knowledgeable about the writing process. Students maintain a writing journal. Furthermore, scaffolding is an essential part of the instructional delivery, such as Modeling, Graphic Organizers, Bridging/Building Background Knowledge, Schema Building, Contextualization, Text Representation and Metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered, as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Instructional resources such as workbooks, glossaries and software is being purchased in students native language
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Across all content areas, the curriculum has been designed to include the four modalities of English acquisition.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Regarding the SIFE population, there is an urgency to provide academic intervention services as an extension to the regular school program on both push-in and pull-out services. The following interventions are also implemented:
 --Making an individualized student needs assessment.
 --Grade and age appropriate instructional support materials.
 --Differentiation of instruction in all areas to help students achieve their IEP goals, in addition to meeting NYS ESL standards as it relates to the NYS Common Core Standards.

The school provides the following resources to facilitate the transition of Newcomers:
 --An orientation session for incoming new students.
 --A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
 --Utilization of the American Reading Company Program.
 --Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, and the American Reading Company Program.

The instructional plan implemented for ELLs receiving service 4 to 6 years is one that will allow them to demonstrate growth in the acquisition of the second language and, make annual progress in their state ELA and math exams, and achieve academically in all their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of the ELLs are taken into consideration. Some aspects of this policy include:
 --ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 --Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of the problems they work on.
 --Humanities teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Although we do not currently have any long-term ELLs (those ELLs having completed 6 years of ESL), the plan for them is to analyze their NYSESLSAT scores, as well as those of their ELA and Math assessments, to identify their problem areas. Past analysis has revealed a deficiency in both reading and writing. Our action plan for this subgroup involves:
 --Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
 --An individualized intervention plan based on students' areas of weakness is implemented in addition to students' assisting early morning intervention and afterschool programs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Scaffolding is an essential part of the instructional delivery, such as Modeling, Graphic Organizers, Bridging/Building

Background Knowledge, Schema Building, Contextualization, Text Representation and Metacognition. Students are also assisted during work periods and conference with their teachers in and out of class.

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

The plan for ELLs identified as having special needs is to:

--Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. Collaboration between the ESL teacher and IEP contact person. The ESL Teacher is also apart of teacher teams that consist of representaives from all content areas.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

The school has various support services for the parents/guardians of ELLs. These include services provided by the Guidance Counselor, Social Worker, Parent Coordinator, School Psychologist, Speech Teacher, SETSS teacher, Nurse, and a Bilingual Paraprofessional. All ELLs are afforded equal access to all school programs such as AIS, after-school programs, and extra-curricular activities.

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

Our ESL Freestanding Push- In and Pull-Out approach has yielded great last year. Both teachers and students stated having both small group instruction and classroom support was quite beneficial and felt more inclusive.

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

We are in the process of ordering age and grade appropriate ESL instructional materials and NYSESLAT preparation texts. We will be setting up a computer center and a listening center for ELLs to access both visual and audio support.

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

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ScanTron, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening and speaking for beginner students.
- Additional support in reading and writing for intermediate and advanced students.
- Small group ESL classes to target language modalities according to their needs

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

Homework Help, Test Prep- Saturday Academy, Enrichment Afterschool- soccer, fencing, basketball, american sign language, SETSS, AIS

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

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Increase collaboration between content area and ESL teacher to create a learning community that is knowledgeable about this population.
- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions and journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs.
- Implement a print rich environment.
- Include ELL students in the Inquiry Cohorts for the Inquiry Teams.

Implications for LAP in Mathematics Content Area

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs' data to become well-informed about the performance of each ELL in order to make sound educational decisions.
 - Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
 - Provide opportunities to convey to others problem solving strategies and the justification of their answers.
 - Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction,
 - Include ELL students in the Inquiry Cohorts for the Inquiry Teams.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
The school provides the following resources to facilitate the transition of Newcomers:
--An orientation session for incoming new students.
--A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
--Utilization of the American Reading Company Program.
--Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, and the American Reading Company Program.
18. What language electives are offered to ELLs?
In addition, at MS 266, the language electives offered to ELLs are foreign language instruction in Spanish and French classes.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. Professional Development and Support for School Staff

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

Professional development at MS 266 is provided by school staff and community learning support personnel organization:

School Staff: MS 266 has developed an in-house Professional Development series that provide a variety of monthly workshops and sessions on topics of need and interest. Focus sessions are held on Classroom Management, Differentiated Instruction UDL, ESL teaching methodologies and strategies, Data Binders, ARIS, the school's Online Grade book, Collaborative Team Teaching, and using SMART boards.

D. Parental Involvement

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

To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. At the beginning of the school year, the parents of newly enrolled ELLs are invited to attend a Parent Orientation Session conducted by either the ESL teacher or the parent-coordinator. The purpose of this meeting is to provide information on the ESL program, state standards, assessments, school expectations, and general program requirements. In addition, the ESL teacher meets with the parents/guardians of ELLs during parent/teacher conferences to discuss the students' progress. Parents/guardians are also notified about upcoming events and assessments. The Student Handbook and other memos are sent to the Office of Translation and Interpretation to be translated into the ELLs' Home Language. The role of parents in the academic success of their children is of great importance and MS 266 makes every effort to build that key partnership with the parent community. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure communication between the school and the home.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Park Place Community

School DBN: 13K266

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Glenda Esperance	Principal		
Brenda Lee	Assistant Principal		1/1/01
Shanise Cardona	Parent Coordinator		1/1/01
Ceciela Ouedraogo	ESL Teacher		1/1/01
	Parent		1/1/01
Adewesa Ohunwu	Teacher/Subject Area		1/1/01
Honey Arnold	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Denton	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K266 School Name: Park Place Community Middle School

Cluster: 01 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.

To assess our school's written translation and oral interpretation needs, we generated a home language report from ATS to take a tally of the various languages spoken at home by our students and we also distributed an in-house school survey that is created by the parent coordinator. We then cross reference the information from both data sources and used these findings to provide help to our parents.

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.

A review of the data sources above revealed the following statistics; The major home language spoken by the parents of our MS 266 school community is English. However, we have approximately 10- 15% of our families that identify their home language as Spanish. We also have 2% Arabic 1% Bengali 1% French/Creole.

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.

To address the various needs of our parents, we have taken several actions to ensure that parents stay informed. We created a website that can be translated in 50 languages. We use an online grade system that can be translated into Spanish. We also utilize the resources and form letters found on schools.nyc.gov. Finally, we reach out to outside vendors when necessary to translate documents that are only available in English.

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

We have several bilingual staff members- parent coordinator speaks Spanish, our foreign language teacher speaks both French and Spanish, a special education teacher- certified American Sign Language interpreter principal- Haitian/ French Creole. Our parents and students of Arabic descent volunteer to assist us as oral translators. We also reach out to other schools for assistance with obtaining interpreters for languages we cannot address on our own.

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>.

Upon entrance to the main office, there are signs posted informing parents of their right to receive information in their home language. The signs posted have been translated in 10 languages. Parents also receive a copy of the Parents Bill of Rights in the welcome package distributed to all families at the beginning of the school year.