



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

13K266

School Name:

PARK PLACE COMMUNITY MIDDLE SCHOOL 266

Principal:

GLENDA ESPERANCE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Park Place Community Middle School School Number (DBN): 13k266
School Level: Middle School Grades Served: 6-8
School Address: 62 Park Place
Phone Number: 718-857-2291 Fax: 718-857-2347
School Contact Person: Glenda Esperance Email Address: gespera@schools.nyc.gov
Principal: Glenda Esperance
UFT Chapter Leader: Leandre Pizarro
Parents' Association President: Mecca Nelson
School Leadership Team
Chairperson: Viola Scott
Student Representative(s): n/a

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 355 Park Place, Brooklyn, NY 11238
Superintendent's Email Address: Bfreeman6@schools.nyc.gov
Phone Number: 718-636-3284 Fax: 718-636-3266

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Glenda Esperance	*Principal or Designee	
Leandre Pizarro	*UFT Chapter Leader or Designee	
Mecca Nelson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	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	
Tyeesha McDonald	Member/ Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Park Place Community Middle School 266 is a community school located in Park Slope, Brooklyn. We service grades 6-8 students. We cater to the needs of a wide array of students. We have students performing above grade level, students performing on grade level and students functioning below grade level. We are a Title I school and many our students qualify for reduced or free lunch. A large majority of our students are considered at-risk due to their academic social, economic and/or housing status.

Every day at Park Place is another opportunity to maximize a student's potential as they move along their educational journey. We encourage our students to be determined to always give their best effort in all their classes! 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. Every year, we reflect on our past practices in order to grow together and maintain a community in which every student can succeed.

Over the past few years, the population of students performing at a Level 1 and Level 2 has increased drastically. As a result, we have a greater amount of students with significant academic needs. Many of our students require extended day supports in addition to traditional supports rendered during the regular school day.

Members of our school community recognize that students enter middle school with varied strengths and weaknesses. Thus, our pedagogues collect and analyze data to align effective practices to meet the needs of all students. Data derived from formative and summative assessments are used to inform instructional practices and next steps. Teachers meet during common planning periods, team meetings, inquiry team meetings and lunch periods to discuss, develop and refine lessons and share best practices.

Our school-wide goals were identified after a review of our internal data as well as the Progress Report, The New York State Report Card, Quality Review, Learning Environment Survey and feedback we received this past June from our January 2013 DTDSE. All goals were created to improve student outcomes and improve the quality of instruction provided by our staff. Professional Development is aligned to the Common Core Learning Standards and Danielson Framework for Teaching to infuse academic rigor and alignment of instruction to student progress.

13K266 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	130 SIG Recipient N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	N/A	# SETSS	N/A # Integrated Collaborative Teaching N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	8	# Music	8 # Drama N/A
# Foreign Language	8	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	76.4%	% Attendance Rate	89.8%
% Free Lunch	77.1%	% Reduced Lunch	6.3%
% Limited English Proficient	3.5%	% Students with Disabilities	28.5%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	N/A	% Black or African American	61.1%
% Hispanic or Latino	33.3%	% Asian or Native Hawaiian/Pacific Islander	2.8%
% White	2.8%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	7.84
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	5.8%	Mathematics Performance at levels 3 & 4	7.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	44.4%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	72.7%
Credit Accumulation High Schools Only (2013-14)			
% 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 (2014-15)			
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 (2012-13)			
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 Mathematics (2012-13)			
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	YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	8	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
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% Free Lunch	77.1%	% Reduced Lunch		6.3%	
% Limited English Proficient	3.5%	% Students with Disabilities		28.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		61.1%	
% Hispanic or Latino	33.3%	% Asian or Native Hawaiian/Pacific Islander		2.8%	
% White	2.8%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.84	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	5.8%	Mathematics Performance at levels 3 & 4		7.2%	
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		72.7%	
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

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% 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 (2014-15)				
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 (2012-13)				
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 Mathematics (2012-13)				
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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

4. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
5. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

1. Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers meet collaboratively around the development of curriculum maps aligned to the CCLS. The curriculum maps and scopes & sequences across content areas used by our school reflect the CCLS. Our students and parents noted that across subject areas, students are engaged in more reading and writing, using texts to support a position, and literary analysis than they were in prior years. However, there is still work to be done. Our teachers must continue to develop their abilities to consistently group students according to ability and promote higher-order thinking. There is little variation in instructional activities and all students. The instructional focus for the school year is to differentiate instruction in order to make the curriculum accessible to all students. The goal is to have students receive instruction that matches their skill, levels of interests and talents in order to strategically increase their achievement outcomes.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Math, Science, ELA and Humanities Teacher Teams will build capacity to align units of study with the Common Core Learning Standards (CCLS) as evidenced by lesson planning, student task and classroom observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</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.	All teachers Ed Assistants Admin Team	Every other Monday	Administrators Lead Teacher
Parents will be invited to multiple curriculum night opportunities. In addition to the mandated Parent Teacher Conferences, we will invite parents to ELA, Math, Social studies and Science themed workshops to further discuss the instructional shifts as they relate to the CCLS. Parents received a copy of the class syllabus outlining the expectations of the course. Parents also have access to jupitergrades.com to track and monitor student progress. In addition to having an open door policy for parents, we have also implemented "Meet the Teacher Tuesdays" so that parents feel welcome to come and ask teachers questions they may have around student learning.	All teachers Ed Assistants Admin Team	Monthly Tuesdays	Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The key resources used to implement this activity will be Teachers, Lead Teachers, Administrators and Network Liaisons.
This activity will begin in September 2014 and end in June 2015

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Sini Grant													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Systems will be monitored on a bi-monthly basis

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	I

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The school community is safe according to parents, students, teachers and administrators. Students feel well cared for and motivated by staff to do their best. All members of the school community have someone to talk to if they have any concerns or issues that need to be addressed. Since the 2013 DTDSE, we continually reached out to community partners to assist us in providing supports that will create a school environment that promotes positive social and emotional developmental health for all members of our school community. We will continue to implement the following initiatives:

- School physical environment improvement
- Advisory sessions dedicated to developing and encourage good study habits and students’ organizational skills.
- Student of the month celebrations by content area and grade level
- Continue providing students with activities that support Park Place Cares Community service team.
- Continue initiatives with Student Government to increase student voice
- Continue hosting Professional Development Opportunities w/Positive Conflict Management
- Social/Emotional Inquiry Team/Study Group
- Monthly school-wide trips
- Care Team Meetings
- Partnerships with non-profits
- On- site part time social worker

Based on an in- house survey of staff and students the percent of students who “strongly agree” or “agree” to the statement “I can get

the help I need at my school to address student behavior and discipline problems” has increased.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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 feedback from the 2014-2015 Learning Environment Survey on questions regarding school culture and instructional core.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop staff’s ability to prevent disciplinary problems and develop a positive, collaborative school culture conducive to academic achievement. Staff members facilitate grade team meetings that solve problems that stand in the way of student learning. Advisory Program is organized on grade level teams, providing additional structure and support. Create systems and structures for student accountability including monthly reward incentives. Analyze cohort data and track trends and patterns by cohort. Use Advisory program in an authentic way to foster positive emotional and social development and relations.</p> <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> • Build community in every grade team • School wide trips and activities organized around a community theme. • Launch Student Led Conferences System • Monthly parent theme nights 	<p>All Students</p> <p>Priority will be given to students classified as at-risk.</p>	<p>Bi- Monthly</p>	<p>Admin Team, Guidance, Social worker, Schools Psychologist, Attendance Teacher and Advisory Teachers.</p>
<p>We will also increase parental involvement in regards to social and emotional development by continuing our open door policy. Parent Coordinator and PTA President will work collaboratively to host events such as, Family Art Day, Family Fitness Day, Science Night, and Positive conflict management with a middle school student.</p>	<p>All parents</p> <p>Priority will be given to parents of students classified as</p>	<p>Monthly</p>	<p>Parent Coordinator PTA President Teachers Admin</p>

	at-risk.		

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administrators, Teachers, Lead Teachers, Students and Parents. This activity will begin in September 2014 and will end in June 2015

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Sini Grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

This system will be evaluated on a monthly basis

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our teachers use curriculum maps to focus on the concepts that are prioritized in the CCLS and to identify instructional connections within and across grade levels. Our teachers are also using lesson plans and data to inform grouping and multiple points of entry, However, differentiated Instruction is not consistently used, and grouping is not always based student need or ability. Although our student have consistently displayed progress (as per our 2013 Progress Report and 2014 School Quality Report), our school will continue to focus on planning instructional activities and analyzing data to increase the achievement outcomes for lower performing students as well as higher performing students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students will be exposed to at least four units of study in Math, ELA, Science and Social Studies that are rigorous, tiered and differentiated to address a variety of levels. Teachers will deepen the inquiry process through the analysis of data in response to student learning as evidenced by lesson plans, student task and classroom observation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
1. Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>Teacher 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.</p>	<p>All teachers Ed Assistants Admin Team</p>	<p>Bi -Weekly</p>	<p>Admin Team Lead Teachers Network Liaison NYC DOE Approved Consultants</p>
<p style="text-align: center;"><u>Professional Book Talk</u></p> <p>The study group organizes and maintains an agenda of readings. Prior to each meeting, participants have read and reflected upon the reading and may come prepared with questions, ideas about, or explanations of the reading. A pair in the group prepares for and serves as guide and moderator for the discussion during each session. This role is often rotated around the group to individuals who are willing to fill the role of moderator. Books selected are geared to improve quality of student engagement, student discussion, student assessment and classroom management.</p> <p>Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids by Carol Ann Tomlinson, Jay McTighe</p> <p>Anticipated Outcome</p> <ul style="list-style-type: none"> • Develop Common Language • Development of shared understanding. • Self-assessment and reflection on practice. • Implementation of practices in classroom 	<p>All teachers Ed Assistants Admin Team</p>	<p>Bi –Weekly</p>	<p>Admin Team Teachers</p>
<p style="text-align: center;"><u>Common Planning</u></p> <p>Instructional leaders, Teachers. Assistant Principal, Principal, and Network Points (when available) collaborate weekly.</p> <ul style="list-style-type: none"> • Analysis of student work and assessment • Design rubrics to score performance tasks. • Faculty Collaboration • Evidence of alignment to CCSS across classrooms. 	<p>All teachers Admin Team</p>	<p>Bi- Weekly</p>	<p>Admin Team Lead Teachers</p>
<p>Inquiry Teams</p> <p>Teams are led by TIF teacher Leaders and are comprised of 5 -8 teachers from various content areas to offer varied perspective</p> <p>Inquiry Team #1- Literacy Inquiry Team #2 – Mathematics Inquiry Team #3 – Social Development</p> <p>Anticipated Outcome-</p> <ul style="list-style-type: none"> • Develop skills to facilitate effective analysis of student work using protocols. • Analysis of student work and assessment for the purpose of differentiation & accommodation to curriculum. 	<p>All teachers Ed Assistants Admin Team</p>	<p>Bi- Weekly</p>	<p>Admin Team Lead Teachers</p>

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The key resources used to implement this activity will be Teachers, Lead Teachers, Administrators and Network Liaisons.

This activity will begin in September 2014 and end in June 2015

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

11. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
12. Specify a timeframe for mid-point progress monitoring activities.

This system will be evaluated on a bi-weekly basis

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a participant in the Teacher Effectiveness Pilot during the 2012- 2013 school year, teachers are familiar with the Danielson framework For Teaching. With the support of the network, our teachers have been provided with professional development opportunities to increase their skills around the Danielson. The Network has created inter school visitation opportunities to “lab sites” and our teachers who have been identified as being “at risk” of being developing or ineffective are currently participating in these PD sessions. Our District 13 point person also visits the school regularly to ensure that the administrative team members are normed and calibrated in using the rubric effectively.

Additionally, we are using the Danielson rubric to guide all teacher/administrator conferences and to shape our in-house professional development plan. We are the only school in District 13 participating in the Teacher Incentive Funding Initiative (TIF). This program provides us with funding to establish two new teachers roles- Peer Instructional Coach (PIC) and Demonstration Teacher (DT). Teachers in these roles participate in PD that focus on helping other teachers in the building improve their practice aligned to the citywide instructional expectations, including implementation of the Danielson *Framework* and Common Core-aligned curriculum, as well as on facilitative leadership skills. We have already had our PICs and DT model and share best practices around instructional topics on assessment and inquiry. The school also receives additional support from a Teacher Effectiveness Coach that works closely with teachers throughout the school year.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p style="text-align: center;"><u>Professional Book Talk</u></p> <p>The study group organizes and maintains an agenda of readings. Prior to each meeting, participants have read and reflected upon the reading and may come prepared with questions, ideas about, or explanations of the reading. A pair in the group prepares for and serves as guide and moderator for the discussion during each session. This role is often rotated around the group to individuals who are willing to fill the role of moderator. Books selected are geared to improve quality of student engagement, student assessment and classroom management.</p> <p>WINTER- Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids by Carol Ann Tomlinson, Jay McTighe</p> <p>SPRING- What Every Middle School Teacher Should Know, Third Edition by Dave F. Brown &Trudy Knowles</p> <p>SUMMER - Mapping the Big Picture: Integrating Curriculum and Assessment K- 12. by Heidi Hayes Jacobs</p> <p>Anticipated Outcome</p> <ul style="list-style-type: none"> • Develop Common Language • Development of shared understanding. • Self-assessment and reflection on practice. • Implementation of practices in classroom 	<p>Administrators Pedagogy Ed Assistants</p>	<p>Every other Monday</p>	<p>Administrators Model Teachers</p>
<p style="text-align: center;"><u>Inter-visitations</u></p> <p>Observe teachers through the lens of Danielson's framework with a keen focus on Competencies in Domain 2 and Domain 3 with an emphasis on student engagement, student assessment, and classroom management.</p> <p>Anticipated Outcome</p> <ul style="list-style-type: none"> • Structured professional conversation • Sharing best practice • Building community and leadership capacity 	<p>Pedagogy</p>	<p>Ongoing throughout School- year</p>	<p>Admin Team and Instructional Leaders, and network point.</p>

<u>Lab-site Visits</u>	New Teachers Ineffective/ Developing Teachers	On- going throughout the school year	Network
Out -of -school workshops and meetings to see best practices across the Network in order to improve quality of Competencies in Domain 2 and Domain 3 with an emphasis on student engagement, student assessment, and classroom management.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The key resources used to implement this activity will be Teachers, Lead Teachers, Administrators and Network Liaisons.

This activity will begin in September 2014 and end in June 2015

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic	x	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored on a monthly basis

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

19. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

20. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our 2013 and 2014 Quality Reviews Reports, student academic progress and social emotional growth is encouraged by a school culture that fosters commitment and engagement by family, school and community stakeholders.

We will continue to implement the following:

- Monthly progress report distribution
- Monthly Parent training series on Common Core Standards
- Monthly Parent Theme Days
- Attendance report
- Increase number of mandated School wide Parent Teacher Conferences from 3 to 4 session
- 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
- Maintain school website
- 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
- 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

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>21. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>22. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>23. Strategies to increase parent involvement and engagement</p> <p>24. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Workshops and meetings to share best practices to improve quality of students' achievement.</p> <p>Insure delivery of one cohesive message that supports the strengthening our school community</p> <p>-Provide PD on Expectations on all content areas, ARIS Parentlink, Jupitergrades and www.parkplace266.org</p> <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> • Sharing best practice, tools, and feedback from meetings. • Building leadership capacity • Increase student performance • Increase parent voice 	<p>Parents and Guardians</p>	<p>Monthly meetings Morning and Evening sessions & TUESDAYS</p>	<p>Parent coordinator, Guidance, Social Worker and Teachers</p>

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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Key Personnel – Parent Coordinator, Administrators, Teachers, Students and Parents

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The initiatives outlined above will be monitored on a monthly basis

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Priority will be given to students Performing at a Level 1 and Low Level 2	Direct instruction to small group during AIS periods One-to-one tutoring using Skoolbo, Compass Learning and IXL . Materials for specific skill practice include Common Core task from American Reading Company and Teacher Created Materials Common Core Curriculum Associates Extended Day and Saturday Academy	Small group, one to one, tutoring	During the day and Afterschool
Mathematics	Priority will be given to students Performing at a Level 1 and Low Level 2	Direct instruction to small group during AIS periods One-to-one tutoring using One-to-one tutoring using Skoolbo, Compass Learning and IXL . 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	Priority will be given to students Performing at a Level 1 and Low Level 2	Direct instruction to small group during AIS periods One-to-one tutoring using One-to-one tutoring using Skoolbo, Compass Learning and IXL . Materials for specific skill practice	Small group, one to one, tutoring	During the day and Afterschool

		include Common Core Workbooks from Curriculum Associates Extended Day and Saturday Academy		
Social Studies	Priority will be given to students Performing at a Level 1 and Low Level 2	Direct instruction to small group during AIS periods One-to-one tutoring using One-to-one tutoring using Skoolbo, Compass Learning and IXL . 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
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Priority will be given to students identified as being at- risk	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

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

77% of staff are tenured
92% are teaching in their designated license area.

2b. 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).

- *Tailor our professional development plan to address the needs of all our community stakeholders- administrators, teachers, students and parents*
- *Bi- weekly meetings with Administrative Team to share and analyze students' work to best practices and share effective instructional strategies to improve student outcomes*
- *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*

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

- *Bi- weekly meetings with Administrative Team to share and analyze students' work to best practices and share effective instructional strategies to improve student outcomes*
- *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*
- *Monthly School Leadership Team Meetings*

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal			

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 school website
- 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;
- 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 266
SCHOOL-PARENT COMPACT**

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	3	0	2	0	0	0	5
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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
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
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
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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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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
- 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 [AMAQO 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. **①**
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])?

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.

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)?

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:			

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

Math:				
Science:				

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

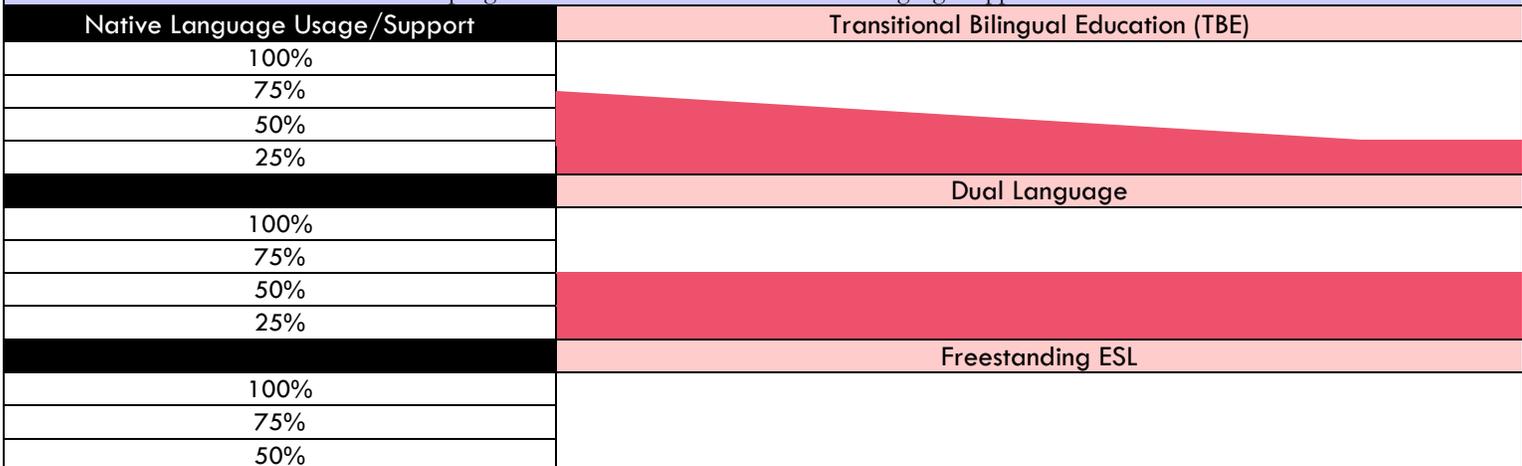
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.