



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **22k278**

School Name: **IS 278, MARINE PARK JUNIOR HIGH SCHOOL**

Principal: **DEBRA GAROFALO**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: IS 278, Marine Park Junior High School School Number (DBN): 22k278
School Level: Middle School Grades Served: 6, 7, and 8
School Address: 1925 Stuart Street Brooklyn, NY 11229
Phone Number: 718 375-3523 Fax: 718 998-7324
School Contact Person: _____ Email Address: _____
Principal: Debra Garofalo
UFT Chapter Leader: Brett Feinman
Parents' Association President: M. Boland
School Leadership Team
Chairperson: Emanda Heyman
Student Representative(s): _____

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234
Superintendent's Email Address: jbove@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 602 Network Leader: Matthew Melchiorre

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)
Debra Garofalo	*Principal or Designee	
Brett Feinman	*UFT Chapter Leader or Designee	
M. Boland	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
E. Heyman	Member/ Teacher /UFT	
C. Fullard	Member/ Teacher/UFT	
F. DiFranco	Member/ Assistant Principal/CSA	
J. DeGrotta	Member/ Assistant Principal/CSA	
M. Rothman	Member/ Teacher/UFT	
J. Giacobello	Member/ Parent	
J. Long	Member/ Parent	
J. Kirsher	Member/ Parent	
B. Davis	Member/ Parent	
C. Mohashed	Member/ Parent	
C. Bennet	Member/ Parent	

**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:

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

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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.

Marine Park is an intermediate school with 996 students from 6 through grade 8. The school population comprises 47% Black, 18% Hispanic, 27% White, 6% Asian students, and 2% other. The student body includes 6% English language learners and 18% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2014-2015 so far is 94.95%.

This year our school's focus is that teachers will craft high order questions in order to improve students ability to think critically and analyze information as measured by student conversation, inquiry and writing. The schools mission statement is that Marine Park Intermediate School 278 is a school where students, faculty and parents work cooperatively to achieve excellence in an atmosphere which embraces all learning styles and abilities. We believe that all youngsters are capable of achieving success to become lifelong learners. Our school has many structures in place that align to our focus, the principal has launched this year a round table which allows parent representatives from each class to be involved in the educational, social and emotional decisions of their grade and school. The principal has also initiated a Student Council in which each class is represented during a monthly meeting. This meeting includes discussion regarding citizenship and addressing the needs of the students. The school has an award winning music program. More than 360 students are involved in this successful program. Our school partners with Inside Broadway in order for our teachers and students to get trained by professional Broadway staff. This partnership leads to two annual theatrical performances, one of which is a dramatic production of a novel or play which our students read in English; the other is a Broadway musical which involves many students from multiple departments such as theatre, fine arts, music and technology. Students create scenery, costumes, playbills, tee shirts, and all behind the stage work.

The staff at Intermediate School 278 work diligently to ensure students achievement. The teachers are impacted by the Danielson Framework by taking ownership of their professional responsibilities and professional development needs through the UFT embedded professional development, lunch and learns, common planning period and the sharing of best practices. Classroom tasks have become more rigorous within each unit. Teacher teams consistently use data from the assessments to drive instruction, change lessons and create and enhance curriculum aligned to the common core. Skills such as annotating through note-taking, highlighting, and citing textual evidence, are also embedded within lessons across grades and subjects. Teachers along with administration work on units of study and lesson plans which include multiple access points for all students. The staff is constantly and continually adjusting curriculum based on data, needs assessment, self-reflection of students, teachers and administrators. Across the school, teachers use common assessments to track students' progress across grades and subjects and consistently provide students with specific next steps, scoring with school created rubrics, using Student Work Assessment Pieces, known as SWAPS, on all draft and published works.

According to the Quality review there are two areas in which our school needs to improve upon :

1. culture of learning that communicates high expectations with supports
2. Structures for positive learning environment, inclusive culture, and student success

The administrative staff and teachers use Skedula and PupilPath in order to stay in close contact with parents. A challenge we face is that not all parents have registered with PupilPath, we are continuing our outreach to parents during the UFT embedded parent engagement time, as well as School Messengerr and individual conferences.

22K278 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	996	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	36	# SETSS	9	# Integrated Collaborative Teaching	55
Types and Number of Special Classes (2014-15)					
# Visual Arts	19	# Music	15	# Drama	9
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	62.1%	% Attendance Rate		93.3%	
% Free Lunch	63.1%	% Reduced Lunch		9.5%	
% Limited English Proficient	4.7%	% Students with Disabilities		16.5%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		47.0%	
% Hispanic or Latino	18.5%	% Asian or Native Hawaiian/Pacific Islander		6.8%	
% White	27.0%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	13.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		7.92	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	30.9%	Mathematics Performance at levels 3 & 4		22.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		70.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		98.9%	
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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
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		YES	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	YES	Multi-Racial		N/A	
Students with Disabilities	YES	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:

- 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.
- 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.	E
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.	H
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.	E

Part 1b. Needs/Areas for Improvement:

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

[3.3] Continue to enhance the effectiveness of the regularly scheduled teacher meetings to incorporate the consistent use of targeted agendas based on student and school-wide data to ensure CCLS aligned units of study include instructional supports for diverse learners in accessing the curriculum. Focus meeting time on adjusting curricula to meet students' needs to ensure collective accountability

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 continuing last year's work, over the course of the 2014-15 school year (English and Math Department) will implement curricula aligned to the common core, thus enhancing teacher team capacity to align units of study with the Common Core Learning Standards (CCLS) in all discipline areas to improve student achievement, resulting in a 7% increase in CCLS Math and English assessments, by June 2015. (3.4, 3.3, 3.5)

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	Timeline What is the start and	Key Personnel Who is responsible for implementing

<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 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>Teacher Teams Create Units of study based on data analysis of student work for instructional planning and unit/lesson adjustment. Horizontal Teacher teams meet weekly to discuss individual students, set goals and analyze data (as needed) (3.3, 3.4).</p>	The entire school community	September through June	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, Network Achievement Coach and Talent Coach
<p>During the school year 2014-15 teacher teams will revise and analyze students' work in order to close the achievement gap and improve student performance. (3.3, 3.4)</p>	The entire school community The lowest third, ELL's SIFE and Students with disabilities	September through June	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, Network Achievement Coach and Talent Coach
<p>Vertical team meetings meet weekly to align and drive instruction based on data analysis. Addressing all students including those with disabilities, English Language Learners and all subgroups, especially the lowest third.</p>	The entire school community The lowest third, ELL's SIFE and Students with disabilities	September through June	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, Network Achievement Coach and Talent Coach
<p>Core curriculum Professional Development provided in-house turn-key by Network content area Ambassador program to incorporate the instructional shifts into lesson and unit planning.(3.3, 3.4)</p>	The entire school community The lowest third, ELL's SIFE and Students with disabilities	September through June	Principal, Assistant Principals, Instructional Lead Teachers, teachers, team members, Network Achievement Coach and Talent Coach

Part 4 – Resources Needed

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

1. 20 teachers 4 times monthly during preparation periods as well as paid coverages.
2. Inquiry use of data 20 teachers 4 times monthly September 2014 through June 2015
3. AIS Team meets weekly September through June
4. AIS Team professional development coverage for substitute teacher Monthly Citywide professional

development 3 teachers three paraprofessionals monthly.

4. 3 Supervisors: oversee curriculum/data 2 hours a week for 20 weeks (September 2014-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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	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.

Monitoring Process:

1. In order to enhance the effectiveness of teacher meetings targeted agendas will be generated by Ambassadors/Cabinets/ curriculum planning meetings to the professional learning teams.
2. Schedule Common Planning time, collect attendance, agendas, goals and outcomes of meetings
3. During the school year 2014-15, our Inquiry Team along with our teacher teams will collect and prepare a variety of data regarding student learning so that all faculty and families are aware of students’ strengths and weaknesses along with next steps for success.
4. Analyze student assessment data to determine progress and develop next steps for continued growth
5. Utilize Danielson data to plan for targeted PD and subsequent rounds of observation to ascertain implementation of new learning
6. School Ambassadors will turnkey information gathered from Network PD and track outcomes in student assessment data
7. The use of teacher common planning, team meetings will begin September 2014, all work will be analyzed quarterly, October 31, 2014, January 31, 2015, March 31, 2015 and June 2015

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?

Analysis of data quarterly, October 31, 2014, January 31, 2015, March 31, 2015 and June 2015

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.	E
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.	E
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.	E

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 priority and focus recommendation for our school is that in order to improve the school must (5.5) Support teachers in the strategic use of data including Functional Behavioral Analysis to identify the social-emotional needs of students and to establish student-specific action plans to address individual student needs that result in improved academic and personal achievement and provide them with the foundation for post-secondary readiness. Additional training in the area of Behavioral Intervention Plans (BIPs) would aid in the development, monitoring and implementation of BIPs. Thus ensuring that all students are supported in their social emotional development.

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.

To build upon the 2013-14 school year our school's PBIS Team (Positive Behavior Intervention Support) will work with our teacher teams to build a consistent practice of strategies to ensure positive student behavior across all classrooms leading to a 5% decrease in principal suspensions by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>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 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
<p>Professional learning for staff will strengthen the development of PBIS. The school community will examine and track students' behavior through the use of dean referrals, parent contacts and notes home. The school will strengthen the school culture by Incorporating the goals and initiatives of PBIS on a school wide level.</p>	<p>The entire school community The lowest third, ELL's SIFE and Students with disabilities</p>	<p>October through June 2015</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, Network Achievement Coach and Talent Coach, Deans and guidance counselors and selected teachers</p>
<p>Develop a rubric that enhances PBIS components to promote better outcomes for student behaviors in the area of student suspension school wide with a focus on SWD.</p>	<p>The entire school community The lowest third, ELL's SIFE and Students with disabilities</p>	<p>October through J October through June 2015 June 2015</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, Network Achievement Coach and Talent Coach, Deans and guidance counselors and selected teachers</p>
<p>Review and determine what components have to be implemented to support PBIS goals and initiative for subgroup.</p>	<p>The entire school community The lowest third, ELL's SIFE and Students with disabilities</p>	<p>October through June 2015</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, Network Achievement Coach and Talent Coach, Deans and guidance counselors and selected teachers</p>
<p>Develop school wide progress monitoring systems in order to reduce the number of discipline infractions. Conclude in an analysis which draws a correlation between PBIS initiatives and discipline infraction</p>	<p>The entire school community The lowest third, ELL's SIFE and Students with disabilities</p>	<p>October through June 2015</p>	<p>Principal, Assistant Principals, Instructional Lead Teachers, Network Achievement Coach and Talent Coach, Deans and guidance counselors and selected teachers</p>

Part 4 – Resources Needed

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

adjustments, etc.	
1.	20 teachers 4 times monthly during preparation periods
2.	Inquiry use of data 20 teachers 4 times monthly
3.	AIS Team meets weekly
4.	PBIS citywide training 1 administrator and 1 teacher monthly professional development
5.	PBIS school wide training Deans and guidance counselors.
6.	PIP teams consisting of administrators, deans, and guidance counselors will meet weekly to address student needs and outcomes.
7.	Intervention groups and individuals meet with SAPIS worker 1 x per week; life skills class lessons 1 x week
8.	3 Supervisors: oversee curriculum/data 2 hours a week for 20 weeks (January-June)
9.	Guidance counselors will provide counseling services to students referred as "at risk". Part time school social worker will provide counseling services to students and families "at risk".

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.													
	Tax Levy		Title I Basic		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.													

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.			
Assessment of the effectiveness of strategies will come from class discussions, small group conversations with deans, guidance counselors, and SESIS worker, at grade meetings for teachers and staff, at parent meetings, and through the school's environmental survey, as well as surveys administered in health education classes. All students across all grades will benefit from resources and activities; administration and deans will monitor the rate of incidents through informal and formal reporting systems. Including anecdotes in Skedula.				
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.	E
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.	E
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.	E
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.	H

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.

[4.4] With input from all constituents, refine the plan and system for teachers to increase the use of personalized supports and family outreach to provide access to learning and social opportunities for all students, particularly lower-performing students, through the use of explicit instruction in behavioral expectations and positive reinforcement. A coordinated approach to informing families about their child's participation and progress in extended day programs will augment the impact on their academic and social behaviors.

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.

Continuing last year's work so that by June 2015 there will be a 7% increase of level 3 students through the expanded the use of common assessment practices across the school to enable teachers and teams of teachers to consistently monitor student progress share with all constituents and engage all learners in high levels of thinking as measured by MOSL, school made CCLS assessments, and NYS CCLS exams.

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
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to 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>			<i>activity/strategy?</i>
<p>Curriculum development and Professional Development to improve instruction. Instruction includes afterschool or Saturday program, AIS programs, and Extra personnel for specific purposes.</p>	<p>The entire school community The lowest third, ELL's SIFE and Students with disabilities</p>	<p>November through June</p>	<p>Assistant Principals, Instructional Lead Teachers, teachers, teacher team members, Network Achievement Coach and Talent Coach, City-wide AIS PD</p>
<p>Teachers are provided with multiple common preps and data inquiry time to collaborate and discuss teaching practices and analyze student work for more effective instruction. Teachers are working to improve their ability to monitor and revise planning and instruction for whole class and small groups Increase teacher team capacities by asking for evidence of work, such as revised units of study or data analysis for each meeting and visiting meetings to ensure cohesiveness, sharing best practices, curriculum updates and data analysis</p>	<p>The entire school community</p>	<p>September through June</p>	<p>Assistant Principals, Instructional Lead Teachers, teachers, teacher team members, Network Achievement Coach and Talent Coach, City-wide AIS PD</p>
<p>At Data Inquiry, teacher teams are implementing protocols to analyze and use student work to inform instruction to meet the needs of all children including gifted, ELLs and SWDs and insure they are engaged in appropriately challenging tasks with multiple entry points and demonstrate higher order thinking skills in students' products.</p>	<p>The entire school community The lowest third, ELL's SIFE and Students with disabilities</p>	<p>September through June</p>	<p>Assistant Principals, Instructional Lead Teachers, teachers, teacher team members, Network Achievement Coach and Talent Coach, City-wide AIS PD</p>
<p>During the school year 2014-2015 there will be an improvement of level 3 students in student achievement through professional development and teacher teams will (vertical, horizontal and inquiry) sustain and systematically investigate the efficacy of instructional strategies using student work and data in order to improve achievement and close the achievement gap and give deepening the level of Multiple Access Points so that all lesson offer suitable challenges.</p>	<p>The entire school community Gifted and Talented and enrichment</p>	<p>September through June</p>	<p>Assistant Principals, Instructional Lead Teachers, teachers, teacher team members, Network Achievement Coach and Talent Coach, City-wide AIS PD</p>

Part 4 – Resources Needed

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

1. 20 teachers 4 times monthly during preparation periods
2. Inquiry use of data 20 teachers 4 times monthly
3. AIS Team meets weekly
4. 3 Supervisors: oversee curriculum/data 2 hours a week for 20 weeks (January-June)
5. Teachers will meet twice monthly to analyze data by grade and to make instructional adjustments. Four teachers will serve as turnkey trainers; attend Expeditionary Learning workshops during the school year. The Assistant Principal will oversee the program and, along with the Literacy coach, provide monthly professional development.
6. Subject Assistant Principals, Literacy Coach, Demonstration Teachers will regularly assist teachers with the implementation and monitoring of vocabulary instruction. ELL-certified teachers will work with target groups.
7. Saturday academy employs three to four teachers, four hours weekly.

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	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.

three to four teachers, four hours weekly for Saturday Academy

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:

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

During the school year 2014-15, our Inquiry Team along with our teacher teams will collect and prepare a variety of data regarding student learning so that all faculty and families are aware of students’ strengths and weaknesses along with next steps for success.

Analysis of data quarterly, October 31, 2014, January 31, 2015, March 31, 2015 and June 2015

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:

11. 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.

12. 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).	E
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.	H
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:

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

14. 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.

[2.2] Refine action plans and track school goals (CEP, long-range and interim) towards mastery on a regular basis to leverage thoughtful and strategic changes in order to foster a shared sense of urgency and goal achievement. Tracking the school’s progress towards its school improvement goals will enable the school community to hold itself accountable for achieving its vision.

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, school leaders will use the professional development time embedded into teachers work day to set goals to support and to improve instruction as measured by an increase of 10% of teachers improving at least one proficiency level in practices in Danielson as reflected in the ADVANCE and school’s tracking tool.

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) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<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 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
The principal and assistant principals along with the Network team and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan. 2.5 c	The entire school community	September through June	Principal, assistant principals, Network Team, Talent Coach, teachers, administrative staff, inquiry team, teacher teams
Provide teachers with on-going professional development based on identified needs from their informal and formal observations and self-reflection and self-assessments. 2.5b	The entire school community	September through June	Principal, assistant principals, Network Team, Talent Coach, teachers, administrative staff, inquiry team, teacher teams
School leaders and teacher teams will (vertical, horizontal and inquiry) create goals and systematically investigate the efficacy of instructional strategies using data in order to monitor goals achievement.	The entire school community	September through June	Principal, assistant principals, Network Team, Talent Coach, teachers, administrative staff, inquiry team, teacher teams
School leaders will track school goals to refine alongside the professional learning community	The entire school community	September through June	Principal, assistant principals, ambassadors, and

Part 4 – Resources Needed

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

1. 20 teachers 4 times monthly during preparation periods
2. Inquiry use of data 20 teachers 4 times monthly
3. AIS Team meets weekly
4. 3 Supervisors: oversee curriculum/data 2hours a week for 20 weeks (January-June)

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.

	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	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.

During the school year 2014-15, our Inquiry Team along with our teacher teams will collect and prepare a variety of data regarding student learning so that all faculty and families are aware of students' strengths and weaknesses along with next steps for success.

Analysis of data quarterly, October 31, 2014, January 31, 2015, March 31, 2015 and June 2015

Tracking school goals by school leaders meeting with teachers weekly to update SCEP, goals, curriculum maps, unit and lesson plans to reflect rigor across all content areas.

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 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:

15. 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.

16. 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.	
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.	
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.	
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.	

Part 1b. Needs/Areas for Improvement:

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

18. 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.

[6.3] Expand the use of interactive systems to enable all staff members to provide timely information to families on the academic and social progress of their children and to encourage purposeful dialogue about how they can support their children at home.

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, school leaders, teacher teams will use the 40 minutes embedded into the UFT contact to increase parent engagement as measured by parent attendance at all meetings for a 10% increase.

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?
<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, 			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
All pertinent Information will be shared regarding student data in various communications to parents such as the parent newsletters on the school website, School Messenger and Skedula.	The entire school community	September through June	Parent coordinator, principal, assistant principals, teachers, administrative staff, inquiry team, teacher teams
A series of workshops will be offered to parents throughout the year focusing on various topics including understanding student and school data. These workshops will have an evaluation component as well. Parent workshops will be offered throughout the year providing families assistance navigating the system in order to identify supports that can lead to improved student academics and behaviors.	The entire school community	September through June	Parent coordinator, principal, assistant principals, teachers, administrative staff, inquiry team, teacher teams
Parent coordinator, guidance counselors and administrative staff will implement Pupil Path in order for all parents to immediately access their child's data	The entire school community	September through June	Parent coordinator, principal, assistant principals, teachers, administrative staff, inquiry team, teacher teams
Teachers with the support of administration will implement Skedula/PupilPath	The entire school community	September through June	Parent coordinator, principal, assistant principals, teachers, administrative staff, inquiry team, teacher teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 20 teachers 4 times monthly during preparation periods Inquiry use of data 20 teachers 4 times monthly AIS Team meets weekly 3 Supervisors: oversee curriculum/data 2 hours a week for 20 weeks (January-June)

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.													
	Tax Levy		Title I Basic		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.													

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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.

During the school year 2014-15, our Inquiry Team along with our teacher teams will collect and prepare a variety of data regarding student learning so that all faculty and families are aware of students’ strengths and weaknesses along with next steps for success.

Analysis of data quarterly, October 31, 2014, January 31, 2015, March 31, 2015 and June 2015

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?				

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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)	Achieve 3000 REWARDS GreatLeaps SRA	Interactive readings Repeated Readings Repeated Readings Interactive readings	Large group Small group Small group Individualized Instruction Individualized Instruction Small group	During the school day, before or after school
Mathematics	SUMMER LEAPS Fast Math	Repeated math skills Repeated math skills	Large group Small group Individualized Instruction	During the school day, before or after school
Science	Achieve 3000 Science	Interactive readings Repeated Readings	Large group Small group	During the school day, before or after school
Social Studies	Achieve 3000 Social Studies	Interactive readings Repeated Readings	Large group Small group	During the school day, before or after school
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Psychologist & Social Worker: Pupil Personnel meetings; PBIS Meetings At risk counselling. Consultation with parents and teachers Guidance Counselors: At risk behavior identification and counselling At risk academic identification and counselling Pupil personnel committee		Large group Small group	During the school day, before or after school

	<p>Meetings</p> <p>PBIS Meetings</p> <p>HS articulation guidance</p> <p>Identification/intervention/prevention of emotional problems</p> <p>Counselling of students in suspension and postsuspension</p> <p>ACS referrals</p> <p>Referrals to outside agencies</p> <p>SAPIS worker:</p> <p>Improving social skills with a focus on using individual decision making skills</p> <p>Improving social skills with a focus on using individual goal setting skills</p>			
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Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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

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.
<p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none"> Administrative staff regularly attends hiring fairs to identify and recruit highly qualified ELA/ESL, Special Education and other subject areas. Administrative staff works with local colleges in identifying potential talent in teaching. Mentors assigned to support struggling and new teachers. Personnel secretary will work closely with the network HR point to ensure that non-highly qualified teachers meet all required documentation Principal works closely with CFN 602 Director of Human Resources. The Principal strategically recruits, and sustains personnel.

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).
<p>Professional development activities include:</p> <ul style="list-style-type: none"> Teacher Team in departmental meetings to plan curriculum which align to CCLSS Targeted professional development workshop reflective of Danielson Framework for Teaching All Professional Development by The Office of Literacy and AIS Lunch and Learns to share best practices

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).
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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.

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

¹**Explanation/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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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 the school. **[Marine Park Junior High School, IS 278]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Marine Park Junior High School, IS 278]** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the 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, the 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;

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[Marine Park Junior High School, IS 278], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: IS 278	DBN: 22k278
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 56
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The 56 students in grades 6 and 7 will be provided with an additional 90 minutes of content instruction afterschool on Wednesday and Thursdays from 2:20-4:00 pm. The afterschool program will begin in December 2014 and will continue through April 2015 for 35 sessions. The students will also be provided with access to the technology and research capabilities of the library computer lab. Marine Park I.S. 278 developed and implemented a plan for providing direct supplemental language instruction and educational services to all English Language Learners. Through their participation in this program, English Language Learners will continue to develop cognitive academic vocabulary skills and higher order thinking skills in English and math instruction. At the same time they will be empowered to access the necessary content skills required by the New York State CCLS. In our continued commitment to raising CCLS, students will receive instruction through Achieve 3000 in the following areas: ELA, Science and Social Studies and direct for math instruction. Our Title III Programs, the only program on site, is monitored by an Assistant Principal who supervises instruction, provides professional development and facilitates outreach to ELL parents by providing parent workshops. In this program teachers use ELL methodologies focusing on listening, speaking, reading and writing. Our Highly Qualified ELA and content area teachers will work in conjunction with the licensed ELL teacher by both co teaching and with leveled groups for 45 minutes each session.

Students will be put into three flexible groups based on NYSESLAT proficiency scores Beginner- 19 students, Intermediate-9 students and Advanced- 28 students. All ELL students will be invited to the Afterschool academy. Grade 6- 13 students, grade 7- 20 students, grade 8- 23 students. All students will take a pre test in Achieve 3000 to establish lexile score and will continue to be assessed during the program to ascertain student growth. A post test at the end of the program will provide evidence of student growth.

Direct Math instruction will provide targeted instruction on the strands ratio and proportion and number sense using "Go Math" resources. A pre and post test will be given to show evidence of student growth.

Students will be co-taught by the content and ESL teacher for 45 minutes each session. The additional 45 minutes each session will be dedicated to Achieve 3000 and Math using ESL best practices.

*Students are instructed in English with native language support in the form of written texts,

dictionaries and glossaries.

*The teacher creates units of study based on student need and specific needs outlined by content area teachers.

Part B: Direct Instruction Supplemental Program Information

*Content area texts are used during those sessions, augmented by other material available to support instruction of each unit or group of lessons. Audio reading materials will be utilized to provide added support to students as they master new literacy skills. This service is above and beyond the mandated ESL units.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: In accordance with our continued commitment to raising standards we shall include intensive professional development such as; demo lessons, observations, pre and post-observation conferences, additional individual conferences, meetings with on-site coaches, and attendance at off-site professional development where staff members become familiar with programs and instructional strategies with ELL's.

We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher practices. Our comprehensive plan begins in September 2014 with an evaluation of individual teachers needs and continues through June 2015. Teachers, Guidance Counselors and Assistant Principals share research-based ESL methodologies and practices in order to enhance English Language Learners' performance in ESL, ELA and ESL/Content-Area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT, state exams and uniformed Examinations. In accordance with the New York City Department of Education's Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English a rigorous core academic curriculum. Among the topics that we shall continue to discuss are: instructional scaffolding methodologies, sensitivity training, ELA Common Core Exams, sharing of best practices (the focus this year being on the teaching of non-fiction), critical questioning, thinking and development of cognitive/academic vocabulary. Afterschool Math, ESL and ELA teachers will meet every Tuesday for 30 minutes to discuss lessons, student progress and schedule parent meetings.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

We offer outreach to the parents of our ELL Learners through letters, flyers, announcements, Title III letters (in native languages) as well as School Messenger, which is also translated into native languages. Our Parent Coordinator is always available to met with these parents and has translation assistance service. In addition we will use the UFT Parent Engagement period on Tuesday afternoon.

Teachers and the Assistant Principal will schedule parent outreach on Tuesdays to discuss student progress, expectations and to help parents understand the programs offered and how to access students academics and growth through Skedula and Achieve 3000.

Links are maintained with the school's PTA, and the Parent Coordinator who articulates on a regular basis with The Principal, the Assistant Principal, ESL, the ESL Coordinator and Guidance personnel serving English Language Learners. We also coordinate programs with local community-based organizations that serve immigrants, feeder schools and local institutions of higher learning and local private schools. Parents are given orientation (and on an ongoing basis for new students) in the native languages to the fullest extent possible, on topics such as school procedures, rights and responsibilities of parents and students, school grading policy, procedures for parent-teacher conferences and seminars on immigrant services in the community. Parents will be contacted in their native languages either directly by staff members who will provide oral and written translation to ESL parents in French, Haitian Creole, Spanish, Russian, Hebrew, Turkish and Greek Languages if needed. In addition, google translate and school messenger are used to translate other languages when necessary.

Parents are informed of state standards, assessments, school expectations, discipline code, programming and class requirements for all ESL students both during the school day and throught the afterschool Academy Program.

Parent involvement is a major part of students success. Some of the parents of our ELL's are new to the country but some have lived in the US for many years. However many of them are not familiar with the elementary and secondary schools in the US and how they operate. Therefore it is difficult for them to navigate our school system and to find the benefits that can be afforded/benefit their children.

Therefore they need guidance as they go through the process. Our school will provide four workshops and/activites that will be helpful to parents:

Part D: Parental Engagement Activities

High school information night which is open to all students in our school will be enhanced to meet the needs of parents. Interpretation will be made available to parents as they speak to school representatives visiting our school. This evening runs for three hours and is provided by neighborhood and borough high schools in our school cafeteria. Parents will be notified by letters sent home, by our school messenger, by emails from our parent coordinator, school website and on the monthly school calender.

*"Helping your Child to Prepare for NYS ELA and Math" - a workshop to provide information for parents will be presented by Ms. Kelly our Literacy Coach, and Ms. Shedd our Math Coach. They will be assisted with translation by paras and teachers as translators.

*"Know Your Child's School" will be a guided tour of the building and the facilities i.e. Little Theatre, Music Studios, Computer Labs, Library. The aim is to make parents feel comfortable enough in the school and therefore more willing to be active educational partners with the school. This will be done by teachers, administrators and translators. Tours and questions/answers will be about one hour.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11199

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	11,200	Professional support for all ELL students by a licensed ESL teacher. Supplemental support for students.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11199

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 22	Borough Brooklyn	School Number 278
School Name Marine Park Intermediate 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 D. Garofalo	Assistant Principal J. O'Connell
Coach Kathleen Shedd	Coach J. Kelly
ESL Teacher T. Skalet	Guidance Counselor N. Dougherty
Teacher/Subject Area E. Heyman	Parent M. Boland
Teacher/Subject Area type here	Parent Coordinator G. Sylvester
Related Service Provider J. Moscarella	Other E. Reiss
Network Leader(Only if working with the LAP team) Julia Bove	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	1071	Total number of ELLs	51	ELLs as share of total student population (%)	4.76%
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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
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
SELECT ONE							1	1	1					3
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	22
SIFE	8	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	8

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
Dual Language										0
ESL	34	8	7	9	0	8	8	0	7	51

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	34	8	7	9	0	8	8	0	7	51
Number of ELLs who have an alternate placement paraprofessional: <u>3</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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
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							4	6	2					12
Chinese							1	3						4
Russian								1	1					2
Bengali								1						1
Urdu							1	1	1					3
Arabic								2	1					3
Haitian							5	4	2					11
French									1					1
Korean														0
Punjabi							1	1						2
Polish														0
Albanian														0
Other							1	2						3
TOTAL	0	0	0	0	0	0	13	21	8	0	0	0	0	42

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)							5	8	4					17
Intermediate(I)							2	7	2					11
Advanced (A)							11	8	4					23
Total	0	0	0	0	0	0	18	23	10	0	0	0	0	51

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B									1				

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	1			11
7	10	3			13
8	5	1			6
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	10		3						13
7	13		4		1				18
8	5		1						6
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	1		9		11		1		22

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	3			
NYSAA Mathematics	3			
NYSAA Social Studies				
NYSAA Science	1			

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - 1a. Baseline Reading, Math and Writing assessments.
 - Quarterly Exams in , Science, Social Studies, ELA, and Math
 - 1b. Task analysis of data to determine basic foundation skills to be able to perform on grade level in reading and math.

- c. RtI programming will provide Tier II, Tier III intervention to remediate all basic skills that are deficient. 20 children are below standards in Math. 32 children are below standards in reading.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students scoring in intermediate and advanced levels of proficiency perform at a higher level on periodic assessments and NYSESLAT exams than beginner ELL's.
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NYSESLAT scores across the modalities in Reading and WRiting, Listening and Speaking drive instruction in our ESL program. Multiple entry points are provided according to students individual needs. Afterschool and extended day programs are provided for students who fall below the AMAO.
 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?

a. We do not provide Native Language instruction.
b. School leaders use results to determine text complexity for the units of study, additional resources, class placement and AIS support.
c. Periodic Assessment is used to monitor student growth and progress to discuss possible change of class and program as students reach a higher level of proficiency. Students who score at a lower level of proficiency are given academic support through extended day, afterschool programs and through prgrams such as Great Leaps and Achieve 3000.
 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](#))
DNA
 6. How do you make sure that a child's second language development is considered in instructional decisions?
In an ESL program second language development is monitored throughout the school year with ongoing assessments listed above.
 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?

DNA
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Use of the NYS ELA and Math NYSESLAT, Quarterly Exams, Periodic Assessments and NYC Performance Exams in ELA, Science and Social Studies scores to determine student growth. These results determine class placement and programming of courses and teachers to enhance proficiency for students in the ELL program.

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](#).)
 1. Upon entering the building, grade assistant principals meet with all perspective students to determine grade and program placement. Oral interview is conducted by certified ESL teacher or other qualified pedagogue. If a students home language is Spanish, the student is administered a Spanish Lab test by a bilingual pedagogue. ALL LAB-R's are completed within 10 days of student enrollment. After this initial interview, registration materials including the HLIS survey is distributed. If ESL placement is considered, staff members may include

Ms. Skalet – ESL teacher (fluent in French, Russian, Hebrew and Spanish)
 Ms. E. Reiss – Special Education Teacher
 Ms. N. Dougherty – Guidance Counselor
 Ms. J. O’Connell – Assistant Principal
 Ms. Sica (Fluent in Turkish)
 Mrs. Keller (Fluent in Hebrew)
 Mr. Montalbano (fluent in Italian)
 Mr. Sapia (Fluent in Spanish)
 Ruth Fleury (Fluent in Haitian Creole)

The video is shown explaining the choice of three program selections and staff members conduct an interview with the parents to determine if a LAB-R must be given if a first timer NYC student. The LAB-R is given within 10 school days by Ms. Skalet the ESL teacher to determine proficiency level of students.

- Entitlement letters are given after registration process is completed after parent selection of program.
- If a parent is unable to complete this process, an appointment is made within 10 days to complete registration.

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.

Through video instruction to program choices with translation measures through the computer or in native language during the interview, parents can ask pertinent questions regarding the programs offered during the first time registration process.

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 are given parent surveys and program selection during registration after the initial interview with grade assistant principals. The completion of the HLIS survey, video viewing and interview with appropriate staff members and completion of program selection, after an entitlement letter is immediately distributed to parent. If this process cannot be completed upon initial registration process, an appointment is made with parent to complete within 10 days. Parent Coordinator, Ms. Sylvester will make phone calls to follow up with parent. All communication is relayed through the language listed on the home language survey. All letters are kept on file. Entitlement letters are sent at the beginning of the schools year in appropriate languages to parents.

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.

Continued entitlement letters are distributed by the teacher based on NYSESLAT scores. Parents are well informed about the three different programs available throughout the city. We honor parents choice, most parents request placement in program we have available. NYSESLAT scores are used to determine class placement for the following school year.

Placement is as follows:

Beginner and intermediate proficiency level students are placed in a self contained ESL program with a certified ESL teacher for all academic subject daily. Advanced proficiency level students are placed in grade appropriate programs that are taught by licensed subject teacher in Math, ELA, Science and S.S. daily. Ms. Skalet, ESL teacher has a pull out program to serve these students daily for 45 minutes.

If a determination is made by teachers or parents to change placements according to proficiency level a meeting is completed with parents, teachers and students to determine program change.

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.

Ms. Skalet along with Ms. Reiss administer all parts of the NYSESLAT exam to evaluate the proficiency level of all ELL students in listening, speaking, reading and writing during the test administration window. All students identified as NYSESLAT eligible in ATS are administered the NYSESLAT. The first part that is administered is the Speaking part which is one on one with the licensed ESL teacher. All students in grade 6, 7 and 8 take listening, reading and writing components.

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**

Free Standing ESL is offered because of the demographics of students. There are many languages spoken and not enough in the same group to form a bilingual program. We offer the ESL program that our parents have requested. 100% parents choice. All of the parents that enroll in IS 278 request ESL.

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])?

Our students are programmed for ESL services according to their level of proficiency. Beginning and intermediate students receive more than 360 mandated minutes and advanced students received more than 180 minutes by using self-contained, collaborative and pullout models.

- b. ESL classes are grouped heterogeneously by proficiency level--low-beginner (newcomer), beginner, low-intermediate, high-intermediate and advanced. Differentiated instructional methodologies are used on all levels of instruction, both in ESL and in ESL content-area classes. Instruction for ELLs addresses all four language modalities--listening, speaking reading and writing. Audio-visual resources are used extensively.
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)?

In accordance with CR Part 154, beginning level students are enrolled in three periods daily of ESL instruction, one ESL class, one ESL skills-intensive class with a focus on listening and speaking, and one ESL skills-intensive class with an emphasis on reading and writing. This constitutes 675 minutes per week, well above the CR Part 154 mandate of 540 minutes per week. Intermediate level English Language Learners are enrolled in two periods daily of ESL instruction, one ESL class and one skills-intensive class. This constitutes 450 minutes per week, well above the CR Part 154 mandate of 360 minutes per week. Again, ESL instruction is focused on the development of all four language proficiencies. Advanced level English Language Learners are enrolled in one period daily of ESL instruction and one period daily of ELA instruction on their grade level. Instruction is focused on the development of the four language modalities. Currently, we do not have sufficient numbers to constitute Bilingual Programs; however, when they are offered, Bilingual classes are taught according to the Transitional Model of Bilingual Education. In content-area Bilingual classes, more of the native language is used at the inception of instruction. As students become more

proficient in English, a transition is made to the use of more and more English as the language of instruction. These courses are infused with academic rigor to maximize the potential of Bilingual students to develop higher-order thinking skills in English and their native language

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.

English Language Learners take content-area Science, social studies and math classes. Content-area instruction is delivered in English with teachers implementing scaffolded instruction and differentiated instructional methodologies to enhance ELLs' access to the instructional program and accelerate their English language acquisition. Native language support is provided, when possible, through ancillary resources such as bilingual dictionaries and glossaries and through the implementation of the "buddy system" where more proficient students speaking the same language as struggling students serve as resources to teachers and ELLs in the classroom. Audio-visual materials and resources are used extensively. SMART Boards and computers on wheels are used to access the Internet and we use DVDs and presentation software since the visual modality is the preferred sensory modality of ELLs. Teachers also establish an open communication with the parents and the guidance counselors and ESL Coordinator concerning attendance, behavior, and needed assistance. There is a high degree of articulation established between the ESL and other departments. Each term the Assistant Principal and ESL disseminate a staff articulation sheet identifying all staff serving ELLs and indicating the periods during which they are available for planning and consultation. Teachers are informed of the status of former ELLs so that they can continue to support these students in their continued efforts to gain proficiency in English. Teachers also distribute bilingual glossaries and bilingual dictionaries to ELLs in content-area classes.

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

DNA

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

We administer periodic assessment, NYSESLAT in addition Baseline assessments to determine academic skills and concepts to ascertain levels of competency and targeted areas for student growth and improvement.

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).

a. Determine what concepts and skills are lacking due to interrupted formal education. These students are provided with both whole and differentiated instruction (MAPS) using programs such as Great Leaps and Achieve 3000.

b. Oral language is a big component for new ELL in the free standing ESL program. Students are mainstreamed for math, talent, physical education, lunch to be acclimated to students using the English language daily.

c. Students are transitioned to a regular grade appropriate program with only pull-out services according to proficiency level.

d. During meetings with the teachers of ELL students, we review academic skills to determine if additional support is necessary to improve student achievement to attain level of proficiency.

e. Support is provided by the ESL teacher in collaboration with content area teachers as needed.

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?

The use of audio, videos, smartboards, Achieve 3000, Read 180, and the appropriate grade curriculum infuses academic vocabulary and tasks to support learning for ELL students throughout the units of study. In addition, reading of high interest, low level books are given to motivate our ELL students.

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?

Flexible programming, mainstream math instruction per licensed content teacher by grade.

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

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

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

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

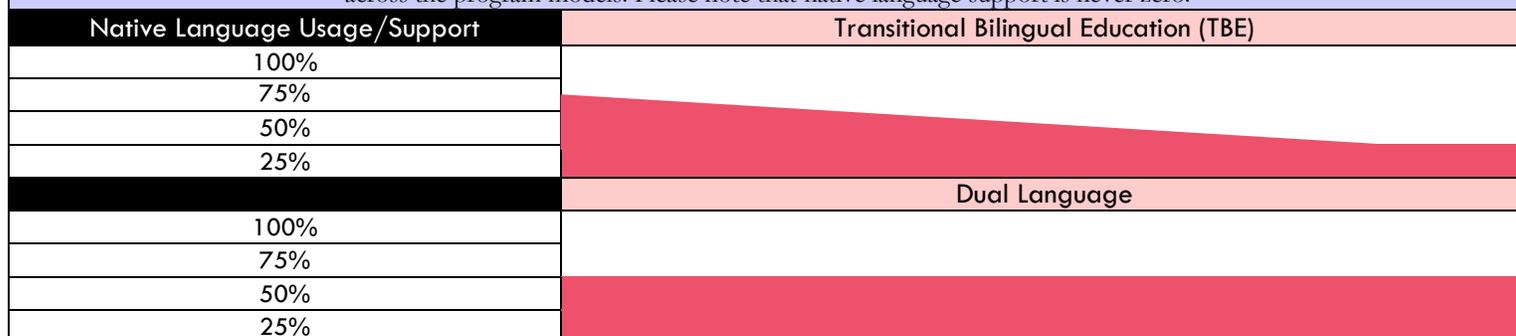
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
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.



	Freestanding ESL		
100%			
75%			
50%			
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.
- Targeted interventions for ELLs in ELA, math, and other content areas are provided in order to prepare ELLs for the ELA State exam. We offer State exam prep classes for both on-track and off-track ELLs. We offer comprehensive targeted intervention programs for ELLs in ELA and in Mathematics. The Assistant Principal, ESL and Mathematics coach and the BESIS Coordinator meet formally on a monthly basis and informally every week to set up credit recovery programs, tutoring programs and facilitate the implementation of interventions with teachers. We have set up a teacher "buddy" system through which staff members volunteer to meet with his/her selected group of cohort students to keep them on track, ensure that they attend class, make home outreach, enroll them in tutoring and remind them of the upcoming assessments. We communicate through the distribution of folders, Jupiter grades, e-mail and meetings. Additionally, we offer Title III push-in and After-School NYSESLAT and ELA State exam prep tutoring. We offer individual guidance sessions with students to review upcoming assessments and transcripts. Parents are informed in writing (multilingual letters) of the dates and times of the ELA State exam. Multilingual phone outreach is also conducted on a consistent basis to inform parents of upcoming assessments, attendance issues, tutoring opportunities, parent meetings, etc. During the ELA State exam bilingual word-for-word dictionaries are distributed. In recent years we have purchased Georgian, Uzbek, Armenian, French, Bengali, Punjab, Turkish, Ukrainian and Haitian Creole dictionaries to accommodate to the linguistic needs of newly-arrived immigrants speaking these languages. We continue to distribute Albanian, Arabic, Chinese, Hebrew, Italian, Korean, Russian, Spanish, Ukrainian, Urdu and Vietnamese dictionaries. Teacher teams address ELLs in ELA, particularly off-track ELLs. We offer Title III tutoring. Intensive tutoring is also offered in all of the content-areas mentioned above. For all content-area exams we offer students the opportunity to use bilingual glossaries, word-for-word bilingual dictionaries and translated versions of the exam where available.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In all of the English as a Second Language classes, teachers continue to lead English Language Learners to acquire competency in English and to be prepared for high school by aligning instruction with the Common Core Standard. We continue to use authentic, high-interest age-appropriate texts to strengthen English language skills in listening, reading and writing for understanding and information, note-taking, analyzing, interpreting and evaluating a wide range of texts from different genres, and producing extended writing pieces in a variety of formats. Students are familiarized with State exam tasks from the beginning levels of instruction. They are also trained in the function and use of rubrics for evaluation.
11. What new programs or improvements will be considered for the upcoming school year?
- Targeted Mathematic instruction by providing an increase in math instructional periods per week.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We ensure that all ELLs are afforded equal access to the full range of school programs including tutoring, extended day, clubs, sports activities, Spring Musicale, etc
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The list includes support texts and resources in an effort to familiarize English Language Learners with the ELA State test tasks. Major instructional emphasis is being placed on Reading Standards 1 and 10 and Writing Standard I. All ESL curricula are aligned with the Common Core Listening, Speaking, Reading and Writing Standards. They analyze and interpret informational text and are taught how to formulate arguments based on the content of the text. Teachers use the technology of the SMART Board to design effective lessons. Lessons are enhanced visually for English Language Learners and teachers make extensive use of audio and video CDs and ancillary materials and resources.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Through the certified ESL teacher.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Resources and ESL Methodology are provided to meet the needs of the ELL.
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.
- A student parent orientation is given just before the start of the new school to assist and inform new ELL and 6th grade students to our school.

The parent coordinator provides a tour and meets with new ELL students when necessary throughout the year. All main office staff contacts the ESL team including grade Assistant Principal, guidance counselor and ESL teacher to meet with all new admits who register at our school throughout the year.

18. What language electives are offered to ELLs?

School does not provide Foreign Language

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)?

DNA

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.

1. We offer a strong professional development program for staff serving English Language Learners. It is an ongoing and comprehensive plan consisting of interdisciplinary teacher academies. Teachers, Guidance Counselors and Assistant Principals share research-based Bilingual/ESL methodologies and practices in order to enhance English Language Learners' performance in ESL, ELA and ESL content-area classes (as mandated by Federal Legislation) and their performance on the NYSESLAT. In accordance with the New York City Department of Education's Children First guidelines, the interdisciplinary teams of teachers collaborate to incorporate six main types of scaffolding. They ensure that ELLs benefit from strong instruction in English through a rigorous core academic curriculum. We focus on sharing practices that accelerate language acquisition and content-area skills mastery, focusing on skills that are especially challenging for ELLs. We ensure continuity of initiatives by using specialized curricula developed over the years. Interdisciplinary teacher teams meet to share ESL methodologies and practices and to be trained in assessment methodologies. Professional development efforts have also been focused on the development of training packets for English Language Learners to familiarize them with the terminology of the ELA State test Tasks. This year a major focus will be the continued implementation of the Common Core Standards with special emphasis on Reading Standards 1 and 10 and Writing Standard 1. We shall continue to focus on using the ELL Predictive Assessment, Jupiter Grades, ARIS and Acuity to empower teachers to tailor instruction to the diverse needs of our ELLs. Jupiter Grades which we purchased last year, is a student information system for tracking student grading data. It enables teachers to get in touch with parents by sending weekly emails regarding student's status and has an integrated online grade book. We conduct professional development for all teachers of ELLs so that they can better serve students. Members of teams will continue to turnkey methodologies at department meetings and through small learning communities. Through the integration of local, state and federal funds over the years, the ESL/Foreign Language Department has made significant strides to ensure that teachers of ELLs are better able to teach to the higher standards.

After determining instructional needs based on testing data, we anticipate the continued need to foster collaboration among staff and supervisors and to train interdisciplinary professional development teams to drive best practices into the classrooms of English Language Learners by addressing the following:

Danielson's Framework for Teaching

Understanding MOSL

Formative and Summative Assessments

Looking at Student Work and Establishing Protocols to Analyze Student Work

Use of data from the ELL Periodic Assessment, NYSESLAT, NYC Performance Test, Jupiter Grades, ARIS and State exams

Instruction/Data-Driven Lesson Planning

Implementing the Universal Design for Learning Guidelines: Scaffolding and Differentiating Instruction to Accommodate to the Learning Styles and Learning Rates of ELLs

Sharing of Best Practices for Implementing the Common Core Standards

Technology Training

Backward Design of units and organization of instruction around Big Ideas and Essential Questions in each discipline.

Development of questioning techniques to engage students in the learning process; to promote Accountable Talk and the implementation of structured group work methodologies, and to facilitate the development of higher-order thinking skills.

Alignment of curricula with assessments.

Use and design of rubrics.

Sharing of Best Practices for Preparing English Language Learners for NYSESLAT and the ELA State Examination

NYSESLAT training (administration and scoring)

Infusing the Common Core Standards and the UDL Guidelines in ESL Curriculum

Maps

Implementing Strategies for the Development of Cognitive/Academic Vocabulary

Closing the Achievement Gap for ELLs

Dealing with Students in Crisis

ELL Mandates

Common Core Lesson Plan

Dealing with Students in Crisis

2. We offer a wide range of professional development opportunities to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. In Department Meetings and teacher team meetings we continually revise and update curricula to reflect alignment with the Common Core and UDL Guidelines. We work on lesson planning through Backward Design and train teachers in infusing the CCLS and the UDL Guidelines into their lessons. We train teachers in designing effective questioning techniques to strengthen their lessons by infusing academic rigor in accordance with the CCLS. In teacher teams we examine student work and develop protocols for assessing student work in light of the CCLS and the UDL Guidelines. Through Faculty Meetings, Department Meetings and Professional Development Workshops teachers share best practices for implementing the CCLS across the disciplines. We will use data from the ELA predictives for the Common Core ELA State Exam to inform instruction in terms of empowering students to formulate and defend arguments based on the reading and interpretation of informational text. In Title III Professional Development workshops interdisciplinary teacher teams share methodologies for assessing student work in light of the CCLS.

3. Staff is supported to assist ELLs as they transition from grade school to junior high school by focusing on student attendance patterns in the ninth grade, apprising staff of guidance supports and academic interventions. Training in data gathering tools and student information systems like ARIS and Jupiter Grades will greatly enhance our teachers' capacity to lead 5th graders to transition more easily into junior high school.

4. As per Jose P. we continue to conduct ongoing training for all staff through teacher teams, department meetings, staff development days and other staff trainings throughout the school year. There are four two-hour trainings scheduled in the Fall Semester of 2013. All newly-hired staff is given the following resource: Every Teacher's Toolkit: Closing the Achievement Gap for English Learners, published by Pearson Longman.

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?

. We continue to offer outreach to parents/guardians of our English Language Learners through multilingual Placement, Continued Entitlement, Non-Entitlement, Parent Choice, Title III letters , multilingual announcements and multilingual Schoolmaster outreach. In accordance with CR Part 154 and Title III, parent orientation sessions are conducted in English and in the languages of our major populations (an on an ongoing basis for over-the-counter students) so that parents can be provided with appropriate information to make informed decisions and choices regarding the placement of their children in the appropriate programs. Parents are informed about state standards, assessments, school expectations, the discipline code, programming, and diploma requirements for Bilingual Education, Dual Language and English as a Second Language Programs. We encourage parents of English Language Learners to participate in school events, especially PTA conferences and Parent Orientations. This year we have scheduled Title III Parent Meetings on the same evenings as Schoolwide PTA meetings and after the Title III Professional Development Meetings for staff support. We provide translators in the major languages at these meetings. We will continue to host multicultural events to celebrate and validate the cultures represented by our English Language Learners. We conducted a Parent Orientation session for parents of new students. At this meeting we explained the continued entitlement letters and explained in detail the three program options for parents: dual language, transitional bilingual and freestanding ESL. We explained to parents that we consider their preferences and when we have twenty students speaking the same language on the same grade level and there is enough interest, we will offer a bilingual program. We conducted a Parent Orientation Session for parents of English Language Learners new to the DOE . (This was described in the first section of this document). To date we have scheduled five Title III Parent Meetings throughout the year. We have scheduled meetings for parents of Chinese, Haitian and Spanish ELLs. We shall schedule meetings for other language groups as the year progresses. At each meeting we continue to review the three programs available to ELLs and parent options. The following are the topics for Title III Parent Meetings: Implementing the Common Core Learning Standards: College and Career Readiness; Preparing English Language Learners for the ELA state test; Preparing English Language Learners and Parents of English Language Learners to use Pupil path for Communication; Preparing English language Learners for the NYSESLAT. At the PTA meetings we provide translators in the major languages through the Translation Plan. In the Fall Semester each year we mail parents of ELLs individual Parent Reports for the NYSESLAT. We offer Parent Trainings to explain the data.

2. We continue to collaborate with Goodwill Industries for translation services at parent meetings. We continue to collaborate with the Jewish Board.

3. Our Parent Survey and Program Selection forms reflect the intention of the parents of English Language Learners to have their children placed in ESL over Bilingual programs. We review them periodically to continue to determine parent choice.

4. Our parental involvement activities address the needs of parents to become familiarized with the DOE Website, ARIS, school programs, school and promotional requirements, graduation requirements and important assessments. We also hold sessions to help parents help their children cope with transitioning into a new environment and a new school system. (see #1 above)

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.

DNA

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Garofalo	Principal		
Julie O'Connell	Assistant Principal		
Gretchen Sylvester	Parent Coordinator		
T. Skalet	ESL Teacher		
M. Boland	Parent		
Emanda Heyman/Math	Teacher/Subject Area		
E. Reiss/Special Education	Teacher/Subject Area		
	Coach		
	Coach		
N. Dougherty	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22k School Name: IS 278

Cluster: 2 Network: 6

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.

Due to a slight increase in ELL students throughout the pullout program and freestanding ESL program who speak Spanish (12) and Haitian Creole (11) we have two paraprofessionals on staff who are fluent in these languages to provide oral communication to both parents and students when needed. In addition, two teachers are fluent in the Spanish language. Hand held devices are available in the parent coordinator, assistant principal and principals office to facilitate translation to parents and students in these languages as well as Punjabi, Arabic, Urdu, Bengali and Chinese. The ESL teacher provides oral communication in Russian and French for parents whose home language is as such. google translator is used to send written communication in the same languages flagged in ATS for the above mentioned languages on the same day notices and written communication is sent home to our English speaking students.

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.

Hand held devices were distributed to all administration offices to provide each floor of the building with the necessary tools to conduct conferences and meetings for our parent community. The parent coordinator has google translator and a handheld device as well. All parents are directed to her via the main office. Home language surveys provide this data to inform staff on languages needed and are kept on file in the main office.

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.

Based on the variety of languages presents in our ESL program, we provide school messenger (oral communication) which translates information into the home language based on the ATS flag for the parents by the Parent Coordinator. Jupiter grades provide daily confort with both ELLstudents and their parents.

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.

Written communication is sent home using google translator to provide specific translation into parents home language in all written correspondences by the parent coordinator in the building.
In addition, staff members are available to translate for parent meetings in Spanish, Hebrew, Italian, Russian, Haitian Creole, Turkish and French. If communication is needed for other languages than listed above, hand held translators are available in the building to facilitate communication in both parent and student meetings in school

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>.

- A. According to Chancellors Regulations A-663 The Bill of Rights and Responsibilities are distributed to all students including ELL students within the first two weeks of the new school year in English and the nine translated versions as per the ATS flag.
- B. Welcome signs and availability of translation services are posted/displayed in the main lobby of the school building.
- C. Each school year the school's safety plan contains procedures to ensure all parents in need have communications with all administrative staff when necessary.