

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

19K292

School Name:

MARGARET S. DOUGLAS

Principal:

EVELYN MAXFIELD I.A.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 19K292
School Type: Middle School Grades Served: 6-8
School Address: 301 Vermont Street, Brooklyn NY 11207
Phone Number: 718-498-6560 Fax: 718-345-3327
School Contact Person: Evelyn Maxfield Email Address: Emaxfield@schools.nyc.gov
Principal: Evelyn Maxfield I.A.
UFT Chapter Leader: Chaitrum Aklu
Parents' Association President: Natalie McNichols
SLT Chairperson: Evelyn Maxfield
Student Representative(s): _____

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Ave, Room 205, Brooklyn NY 11207
Superintendent's Email Address: jstallingsharte@schools.nyc.gov
Phone Number: 718-240-2700 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: CFN 535 Network Leader: Ellen Padva

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 Comprehensive Educational Plan (CEP) 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)
Evelyn Maxfield	*Principal or Designee	
Chaitram Aklu	*UFT Chapter Leader or Designee	
Natalie McNichols	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karla Cooks	Member/ Parent	
Trina Dunn	Member/Parent	
Lorraine Cavanaugh	Member/ Parent	
Sidney Hopley	Member/Parent	
Cecilia Harris	Member/ Para	
Teresa gilkes	Member/Parent	
Goldie Baldwin	Member/ Teacher	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** 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.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Margaret S. Douglas, JHS 292 is home to 692 students in the sixth, seventh, and eighth grades. In order to provide exceptional educational opportunities that service our students, members of the administration and staff work collaboratively to develop curriculum and lesson plans to target their needs by class, in groups and individually.

The mission of JHS 292 is to create a professional learning community that embraces each student's individual talents and maximizes their potential. Our goal is to provide every student with the knowledge and skill necessary in preparation for college and career readiness. In pursuing this mission, JHS 292 students will be provided with rigorous instruction, aligned to the New York State Common Core learning standards. Our programs will assist in preparing students for higher education while developing their sense of responsibility and building self-esteem. To accomplish this mission the school will provide a strong and safe academic environment for all stakeholders while simultaneously providing them with the tools necessary to achieve our goals.

Encouraging our students to achieve success takes commitment from administrators, guidance counselors, teachers, and parents, who work side by side on academics and life experiences to further their growth and encourage them to become life-long learners. This is done by the implementation and sustenance of mentoring groups such as the Ambi-Sisters (Ambitious), Scholars On The Rise, and the Student Council. These groups, along with our after school programs, 21st Century and Good Shepherd, focus on fostering leadership potential, community service and helping students to gain the world view that they need, thus, broadening their horizons so that they may compete in an ever changing, complex society.

Nurturing and mentoring our students is embedded in the culture of JHS 292. Our school is a pillar in our community. Aware of the many socio-economic issues that plague our students, we strive to provide them with as much financial and emotional help as we can; yet we instill in them a sense of compassion. As a result, our students conduct many fund raising ventures that, in keeping with the saying, "charity begins at home" support students that are underprivileged, then contribute to charities such as "St. Jude's Hospital" and "The Veterans Association" These programs assist in preparing students for a higher education while developing their sense of responsibility and building self-esteem.

Continuing the spirit of excellence, we have a Specialized High School program that gives students the opportunities to attend schools with the academic rigor that will prepare them to compete in an international market. Every year since we have started, we have had an average of eight students who are accepted into the Specialized High schools such as Brooklyn Technical High School and Stuyvesant High School. We also host the Chancellor's DREAM SHSI Program, which prepares students from Districts 18, 19 and 23, for the Specialized High School Exam. Additionally, our eighth grade students have taken the Regents High School examinations in Algebra, Living Environment and US History and Government, and have achieved a 99% pass rate.

In order to educate the whole child, we offer courses in performing arts. Courses are available in

modern dance, African drumming and African dance, modeling, technology, robotics, martial arts, visual arts and fitness, a marching band and chess. The Soul Tigers Marching band performs within the community of Brooklyn, and they have the distinction of being the only African-American band to have led the Macy's Thanksgiving Day Parade.

Building partnerships with corporate America and Community Based Organizations is a continuous process. 21st Century has partnered with us to provide our students with a blend of academics and the arts in our after-school program. They work with all stakeholders by providing leadership skills to students during the day and professional development to our teachers through the Center for Integrated Teacher Education. (CITE)

Intermediate School 292 integrates academics, the arts and community service to nurture and ultimately produce citizens worthy of consideration in the local, international and global market.

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.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

An analysis of New York State exam results from 2013-2014 revealed that the percentage of students who were proficient decreased from 22% to 21%, a total of 1% in English Language Arts (ELA); and remained the same for Math at 24%. Our strengths throughout the year included Professional Development on rigorous instruction such as questioning and discussion techniques; assessment in instruction; student engagement; specially designed instruction and universal design for learning. Our collaborative teacher teams uses the inquiry approach to look at student work, and analyzes data such as New York State Exams, MOSL Performance assessments; i-ready, and classroom observations to inform instruction.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of classroom teachers will facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards in all grades and content areas to prepare students for college and career readiness as evidenced in lesson plans and documented in ADVANCE.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<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 			
Professional Development on Danielson Framework For Teaching - questioning and discussion techniques; assessment in instruction; student engagement; and universal design for learning. Data driven instruction Collaborative teacher team meetings – looking at student work; formative and summative assessments; STEM; thematic units	Teachers	9/2014-6/2015	Administrators, teachers, 21 st Century, CITE
Professional Development on Danielson Framework For Teaching - questioning and discussion techniques; assessment in instruction; student engagement; specially designed instruction; explicit vocabulary instruction and universal design for learning.	Teachers	9/2014-6/2015	Administrators, teachers, 21 st Century, CITE; CEIPEA

Workshops that support parents understanding of, and participation in instructional initiatives and social/emotional growth such as Parent orientations; Skedula workshop; Managing conflict and behavior	Parents	9/2014-6/2015	Administrators, teachers, parent coordinator, Guidance counselors, 21 st Century, PTA
Respect for all Presentations, Teacher Team meetings, Professional Development ; School Leadership Team Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee and include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone's perspective.	Students, teachers, parents	9/2014-6/2015	Administrators, teachers, parent coordinator, Guidance counselors, 21 st Century, PTA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
This action plan requires the leadership of the Principal, Assistant Principals, and lead teacher. The Principal and Assistant Principals provide support through observations and quality feedback as per the Danielson Framework for Teaching. Lead teachers provide high quality support through teacher team meetings and classroom inter-visitation

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	X	Title I Basic		Title IIA		Title III		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.				
By January, 2015 all observations in ADVANCE will be examined by school leaders in order to determine gains made by individual teachers in the area of rigor.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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 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.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the Learning Environment Survey, less than 60% of our students feel safe in the school. JHS 292 has taken steps to provide Professional Development in cultural awareness and the impact it has on student progress. Respect for all sessions has been implemented through guidance counselors to give students a chance to address their concerns.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 all students will be assigned to an individual staff member who is responsible to track their progress, articulate with appropriate staff when the student needs support, and conduct regular check-ins with the student and family. This will be measured by improvements in results in the student surveys on safety in the LES.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Professional Development on cultural awareness and the impact it has on student progress Monthly safety meetings Student council meetings Student groups such as Ambi-Sisters and Scholars On the Rise.	Teachers	9/14-6/15	21 st Century, Good Shepherd Services
Differentiated guidance sessions; Respect for all guidance sessions	Teachers, students	9/14-6/15	Guidance Counselors, parent coordinator
Parent-Teacher conferences; Weekly parent outreach sessions; Targeted guidance sessions; Skedula – Pupil path	Parents	9/14-6/15	Administrators, Teachers, Guidance counselors
Trust is built through the continual collaboration and inclusion of all stakeholders.. We have an open-door policy for all staff and families	Students, Parents, teachers	9/14-6/15	Deans, 21 st Century, Good Shepherd Services,

that allows for reciprocal communication, problem-solving, and respect for everyone's perspective. Overcoming obstacles; Leadership Development; group counseling and mediations support the trust that has already been established.			guidance counselors
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Part 4 – Resources Needed

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

This action plan requires the leadership of the Principal, Assistant Principals, school safety agents, guidance counselors and teachers. All stakeholders will work together to provide a nurturing and safe environment all students and staff through ongoing collaboration, Safety meetings; Pupil Personnel Team meetings; Crisis Team meetings and Attendance meetings with parents.

Part 5 – Budget and Resource Alignment

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

	Tax Levy	X	Title I Basic		Title IIA		Title III		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:

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

By January, 2015 school leaders will conduct a midyear student survey to gain knowledge of student opinions on safety and school supports.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. 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 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.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

For the 2013-2014 school year, only 21% of English Language Arts (ELA) and 24% of Math students met standards on the New York State Exams. JHS 292 ensures that teachers meet on a weekly basis to analyze data and develop strategies and classroom practices that will inform instruction in each content area.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 teacher teams will have met weekly to conduct student inquiry and refine classroom practices resulting in improvements in student work and demonstrated by agendas, sign-ins, and student work products.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Professional Development that focuses on Data Driven Instruction using I-Ready Diagnostics, classroom observations, content area and grade level teacher teams; CITE	Teachers	9/2014-6/2015	21 st Century, Good Shepherd Services
ESL pull-out and push-in models; I-Ready assessments and instruction; IXL Math interventions	Students	9/2014-6/2015	Teachers
Parent-Teacher conferences; Weekly parent outreach sessions; Targeted guidance sessions; Skedula – Pupil path	Parents	9/2014-6/2015	Parents, teachers, administrators
Overcoming obstacles; Leadership Development; group counseling and mediations. Trust is built through the continual collaboration and inclusion of all stakeholders.. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective.	Administrators Teachers	9/2014-6/2015	Teachers, guidance counselors 21 st Century, Good Shepherd Services

Part 4 – Resources Needed

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

This action plan requires the leadership of the Principal, Assistant Principals, and lead teacher. The Principal and Assistant Principals, along with CITE, provide support to teachers through professional development that focuses on instructional strategies and strengthens teacher practices.

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	X	Title I Basic		Title IIA		Title III		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:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

20. Specify a timeframe for mid-point progress monitoring activities.

By January, 2015 school leaders will monitor the efficacy of teacher teams by observing and providing job-embedded feedback.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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22. 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 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.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

At JHS 292, we will continue to work toward our vision by planning for increased collaboration and interdisciplinary planning. Teachers are currently participating in 90 minutes of professional development each week while their students attend performing arts classes. While the professional development sessions are helpful and informative and have helped familiarize teachers with practices and ideas to move their students to higher performance levels, we will need to plan for professional development sessions that are needs based/data driven, content specific, and differentiated.

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 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June, 2015, school leaders will plan and provide all teachers with professional learning that meets the needs of teachers’ specific areas for growth as measured by observation feedback and improvements in ADVANCE.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teachers will be provided with whole group or content area Professional Development on questioning and discussion techniques; assessment in instruction; student engagement and data driven instruction. Teachers will continue to meet in collaborative teacher teams and analyze student work to identify strengths and weaknesses in order to inform instruction.	Teachers	9/2014-6/2015	Administrators, Teachers
Teachers will be provided with whole group or content area Professional Development on questioning and discussion techniques; assessment in instruction; student engagement and data driven instruction. Teachers will continue to meet in	Teachers	9/2014-6/2015	Administrators, Teachers

collaborative teacher teams and analyze student work to identify strengths and weaknesses in order to inform instruction. Special Education and ESL teachers will continue to meet during common prep periods and discuss best practices for their students based on current student work.			
Workshops that support parents understanding of, and participation in instructional initiatives and social/emotional growth such as Parent orientations; Skedula workshop; Managing conflict and behavior	Parents	9/2014-6/2015	Parents, Administrators, Teachers
Collaborative Teacher Team Meetings, Looking at student work, Professional Development – Data Driven Instruction The Professional Learning Committee will meet to support planning and decision-making. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective.	Administrators, Teachers	9/2014-6/2015	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
This action plan requires the leadership of the principal, assistant principals, and lead teachers who will guide teachers, observe, give feedback, and plan high quality support

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	X	Title I Basic		Title IIA		Title III		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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
<u>By January, 2015 teacher observations will be tracked by school leaders for improvements in the areas of the professional learning topics that were provided.</u>				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (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. |

JHS 292 creates a welcoming environment for families and the community as a whole by engaging in various activities. For instance, during our parent orientation, we not only inform parents of our rigorous curriculum; we also engage them in several performances from the performing arts department. Our literacy fair, which displays student work across the content areas, is open to the community. Additionally, our PTA and parent coordinator, work together to provide various workshops for our parents and the community. Additional workshops on the Common Core Learning Standards, and providing students with additional assistance at home, would be beneficial to the parents also.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will increase parent engagement and involvement by 10% and provide parents with the information and training needed to become involved in the planning and decision making in support of the education of their children, as evidenced by attendance at parent events and trainings.

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 targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parent workshops that support parents’ understanding of, and participation in, instructional initiatives and social/emotional growth such as Parent orientations; Skedula workshop; Managing conflict and behavior	Parents, students, members of the community	9/2014 – 6/2015	Administrators, teachers, parent coordinator, Guidance counselors, 21 st Century, PTA
Our performing arts program allows parents to see their students with disabilities and English language learners gain confidence and develop self-esteem through the arts.	Parents, students, members of the	9/2014 – 6/2015	Administrators, teachers, parent coordinator, Guidance

	community		counselors, 21 st Century, PTA
Our Literacy fair and STEAM Fair will increase parent involvement in their children’s education, and they are open to the community as well.	Parents, students, members of the community	9/2014 – 6/2015	Administrators, teachers, parent coordinator, Guidance counselors, 21 st
Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee and include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective.	Parents, students, members of the community	9/2014 – 6/2015	Administrators, teachers, parent coordinator, Guidance counselors, 21 st

Part 4 – Resources Needed

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

This action plan requires the leadership of the principal, assistant principals, parent coordinator, CBO who will work together to plan and implement robust parent involvement opportunities.

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	X	Title I Basic		Title IIA		Title III		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:

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

By June, 2015 school leaders will review parent attendance rates and adjust plans as needed.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	MOSL Performance Assessments; NYS ELA Exam, classroom observations, I-Ready	Saturday Academy, Extended Day Program, activities aligned with the Common core Learning Standards	Small group instruction, tutoring, working in pairs	Saturday Academy, Extended Day, during the school day
Mathematics	MOSL Performance Assessments; NYS ELA Exam, classroom observations, I-Ready	Saturday Academy, Extended Day Program, activities aligned with the Common core Learning Standards	Small group instruction, tutoring, working in pairs	Saturday Academy, Extended Day, during the school day
Science	MOSL Performance Assessments; NYS ELA Exam, classroom observations, I-Ready	Saturday Academy, Extended Day Program, activities aligned with the Common core Learning Standards	Small group instruction, tutoring, working in pairs	Saturday Academy, Extended Day, during the school day
Social Studies	MOSL Performance Assessments; NYS ELA Exam, classroom observations, I-Ready	Saturday Academy, Extended Day Program, activities aligned with the Common core Learning Standards	Small group instruction, tutoring, working in pairs	Saturday Academy, Extended Day, during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group/individual counseling and intervention services or, as per IEP	During the school day, before/ after school	Group/individual	During the school day, before/ after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. 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.
All staff participates in teacher team meetings in their content area and across the grades. This meetings focus on analyzing student work to inform instruction based on their needs. Teachers conduct professional development sessions, which include Professional Development outside of the school which they turn- key to their colleagues. Every year staff work together to create interdisciplinary units and modify curriculum to meet the needs of all students

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>Teachers engage in professional development that focus on the Danielson Framework for teaching, and speak to the needs of the teachers. CEIPEA and 21st Century offer professional development for all staff on a regular basis.</p> <p>Recruitment:</p> <p style="padding-left: 20px;">To recruit teachers, we work closely with our Network's human resources, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We continue to work closely with our Human Resources to ensure that all required documentation and assessment deadlines are met.</p> <p>Retention and Support:</p> <p style="padding-left: 20px;">In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers provided by other teachers, administrators, as well as support staff from our PSO, CEI-PEA. Mentoring is implemented as per teacher requirements. Non-tenured teachers are given opportunities to learn about the tenure process and our network provides support in this area. Teachers are provided with PL in instruction, classroom management, parental involvement, and all areas of data use.</p> <p style="padding-left: 20px;">We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will is used to track areas of need and progress. Teachers self-assess on a regular basis and confer with school leaders.</p> <p style="padding-left: 20px;">All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional</p>

development opportunities. Our network specialists support teacher retention by providing on-site job-embedded trainings, modeling, and teacher team development.

We are committed to developing a culture for learning and celebrating the success of our teachers. To this end, we encourage team events, opportunities for external learning, and highlighting exemplary work.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

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.

On a weekly basis, teachers meet to analyze student work and agree on formative and summative assessments for students on their grade level. Additionally, teachers work with administrators to identify diagnostic tests and progress monitoring tools to continually assess student learning. The school has a functioning MOSL Committee.

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 (CEP) 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			

¹Explanation/Background:

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

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

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

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 8: 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 CEP 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)

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. **JHS 292** 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. **JHS 292** 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)

JHS 292 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

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 New York, New York 10007
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<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: Margaret S. Douglas	DBN: 19K292
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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: 50
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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

This Instructional Program will address the needs of all our ELLs, beginners, intermediate, advanced, and former ELLs that are currently in grades 6, 7 & 8. Students are given permission slips which their parents complete and return.

The After-School program will begin in December and end in March. It will be held twice a week from 2:40PM to 4:10PM and will run for a total of 22 weeks. The program will consist of two teachers, one certified ESL teacher (E. Yusupov), and one content area teacher (F.Moore) . Classes will take place after school on Wednesday and Thursday from 2:40PM - 4:10PM. During these sessions students will be instructed in English. Throughout each session studnets will be working on different reading and writing strategies to become proficient in the English language. Instruction will be differentiated to meet the needs of ELL students of all proficiency levels. This includes students who are new to the country.

A diagnostic test is administered to determine the students' strengths and weaknesses and they will be exposed to skill based instruction in reading and writing based on their weaknesses. Our primary materials will be the "Continental's New York ELLs" and "Essential Skills for Reading Success".

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:

Professional Development is provided for all ESL service providers and content area teachers. Topics include current research and materials, best practices, ELL data review and ESL/ELA standards, core curriculum and ESL prototype to support a balanced literacy approach. Teacher team meetings address

Part C: Professional Development

teaching strategies and student specific questions and concerns. Professional Development meetings take place monthly while school based teacher team meetings are arranged once per week and is based on data driven instruction. Additionally, professional development is provided by our CFN network on a monthly basis. Built-in, weekly, grade-specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps. Teachers will assess ELL student progress in all content areas during professional development periods.

Ninety minutes of Professional Development per week is built into the ESL teacher's schedule. Our licenced ESL teacher (E.Yusupov) will be providing at least three (90 minute) workshop sessions to all content area teachers that work with ELLs on a daily basis.

Professional Development topics include, but are not limited to:

- Differentiating Instruction to Meet the Needs of ELLs
- Analyzing Student Work
- Using Data to Inform Instruction
- Incorporating and Developing Vocabulary Strategies into Writing
- Supporting ELLs in the General Education Classroom

We anticipate that each month one workshop session will be given to the content area teachers by the licenced ESL teacher. Professional Development is on going and will continue based on the needs of teachers and students as we continue our formative assessments and our formal and informal observations.

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
- how parents will be notified of these activities

Begin description here:

It is imperative that parents of ELLs are deliberately involved in the education of their children. In order to enable parents to provide academic support to their children, they are afforded the opportunity to participate in GED classes, Open School night, PTA meetings, and Performing Arts activities which are open to all students and parents. The school partners with the YWCA, PTA and the CAPP program who offers workshops once a month for topics such as, Resume Writing, Signs of Bullying, and Healthy Food Choices, etc. Translation services are provided by our school staff. Additionally, IS 292 hosts a Parent

Part D: Parental Engagement Activities

Leadership Workshops once a month, for about two hours long, from 6:00 pm to 8:00 pm, that consist of: Family Fun Night!, Choices Fit for Life, Acceptance and Responsibility, Embracing Differences, Holiday Celebration, Arts & Crafts, etc. Attending these workshops is our licenced ESL teacher, Parent Co-ordinator, and a certified teacher that assists with translation/interperatation for our ELL parents.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$6,720 - Per session programs	\$51.51 X 2 X 65.2 = \$6,716.90
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$2,240	\$1,120 - Curriculum \$1,120 - Parent Involvement
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$2,240	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,200	_____

**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 19	Borough Brooklyn	School Number 292
School Name Margaret S. Douglas		

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 Evelyn Maxfield	Assistant Principal Olga Stewart-Nelson
Coach E. Yusupov	Coach type here
ESL Teacher E. Yusupov	Guidance Counselor F. Obimbah
Teacher/Subject Area D. Wolfe/ELA	Parent D. LeSana
Teacher/Subject Area Y. Alleyne	Parent Coordinator J. Jenkins
Related Service Provider C. Cohen/ Speech	Other Ms. Clifton/Math
Network Leader(Only if working with the LAP team) Ellen Padva	Other K. Leacock/Math

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	0
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)	692	Total number of ELLs	71	ELLs as share of total student population (%)	10.26%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							19	28	19					66
Pull-out							17	18	14					49
Total	0	0	0	0	0	0	36	46	33	0	0	0	0	115

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	9
SIFE	13	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	13

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									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	49	11	1	13	2	5	13	0	6		75

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	49	11	1	13	2	5	13	0	6	75
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Arabic														0
Bengali														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							13	20	13					46
Chinese														0
Russian														0
Bengali							3	5	3					11
Urdu														0
Arabic							6	3	4					13
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	23	29	20	0	0	0	0	72

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)							10	13	9					32
Intermediate(I)							5	4	5					14
Advanced (A)							8	12	6					26
Total	0	0	0	0	0	0	23	29	20	0	0	0	0	72

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	1			16
7	14	3			17
8	13				13
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	14		3		1				18
7	12		7		2				21
8	11		3		1				15
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	10		8		13		3		31
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - We utilize the results of the LAB-R and the NYSESLAT, the NYC performance tests and the NYS tests in English language arts and math, teacher made unit tests and quizzes to make informed decisions about the skills of our students. The data helps us to create multiple entry points for our beginning, intermediate, and advanced ELLs. Much more than tell us the literacy skills that our ELLs are

- deficient in, the data helps us to group our students and provide skill-specific instruction for them
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. While more students display proficiency in listening and speaking, reading and writing continue to pose a challenge. The NYSESLAT modalities will affect the way we tailor instruction for ELLs. Three ELA teachers, along with the ESL teacher, will work collaboratively to analyze the data. Based on our data trends, we will focus much more heavily on the reading and writing modalities, as these continue to be the areas of struggle for ELLs
 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 [AMAQ tool](#))

The state did not release the Spring 2013 NYSESLAT in combined modalities.
 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?
 4. a. ELLs are performing comparably to their peers in the same grades in ELA. Like much of our subgroups, a large percentage of students are performing at Level 2 at the NYS tests in ELA and math. However, when given an opportunity to take tests in their native language, there is evidence that ELLs out-perform comparable to other subgroups.
 - b. School leaders and teachers are using the ELL Periodic Assessments to differentiate instruction and implement flexible grouping in the classroom. Additionally, they use NYC Acuity to customize assignments and assessments to help to fulfill the needs of the ELLs.
 - c. The school is learning the specific areas that need to be targeted. This helps us to customize instruction for certain groups of students and also helps teachers across content areas to create and maintain a focus on specific skills in which students are deficient.
 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](#))

N/A
 6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to consider the child's second language development we provide the students with visuals, gestures, hands-on-experiences, field trips, or related readings. During content instruction complex concepts and information can be clarified through demonstrations and experimentation. Additionally, students are given content area assessments in their native language.
 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?

N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. The success of our programs for ELLs is measured by the comparison of diagnostic testing data against formative and summative testing. Additionally, projects, portfolio pieces and teacher made assessments are used to evaluate the success of our 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](#).)

At enrollment, a trained pedagogue (ESL Teacher) administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents'

home language. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then within 10 school days the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. In the Spring, the NYSESLAT is administered. Depending on the LAB-R score, we determine the students who are eligible to take the NYSESLAT in the spring. Further using the ATS reports, such as the RLER, which details students who are eligible to take the NYSESLAT, and the RLAT, which gives the exam history report, students are identified. Students are prepared during their daily English Language Arts (ELA) classes for the annual NYSESLAT. Using the testing modalities report, RNMR, students strengths and weaknesses are targeted and instruction is differentiated to meet the needs of the students.. They are prepared in the testing modalities of reading, speaking, listening and writing. The ELA and ESL teachers collaborate to administer the NYSESLAT, ensuring that each child is tested in each modality. We have a push-in model where the ESL teacher collaborates with the ELA teachers to provide instruction and test-preparation. As well as the push-in model, the ESL teacher does pull-out model for the beginning and intermediate students. She provides the students will additional support in content areas.

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.

2. When parents are interviewed orally during the completion of the HLIS, they are informed that their children will be tested for proficiency in English and that their children may be entitled to extra academic support as English Language Learners. Spanish-Speaking parents are given the option at that time to enroll their children in Bilingual Or Dual Language Classes pending the results of the LAB-R. They are given brochures explaining the school's Dual Language Program and are invited to apply for places in that program. After children's language proficiency has been determined by the LAB-R, their parents are informed about the results of the LAB-R by city-mandated entitlement and non-entitlement letters, which are sent home with the children, and by mail within ten days of registration. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. Parents whose children are entitled to services as ELLs, receive entitlement letters and are invited to orientation sessions at the school.

The first orientations of each school year are held within the first ten days of school in September. Subsequent Orientations are arranged until all the parents have made their program selections. The Same procedure is followed as new children enter the school throughout the year. All parents are offered an opportunity to attend an orientation session within ten school days of their child's registration. Orientations are usually scheduled in the morning. ESL teacher sends home letters about the scheduled meeting to the parents of the identified ELLs. A checklist of parents who are to be invited is made. Attendance lists are also made and signed during the orientation meetings. Additional letters are then sent home to those parents that were unable to make it t the initial meeting. Prior to sending out the letters the ESL teacher sends home a letter asking parents about the most convenient times for them, ESL teacher tries to make herself available at those times. Follow-up telephone calls are made to parents who still have not attended.

During the orientation session, parents are shown the DVD prepared by the office of English Language Learners. The video is presented in the parents' native language, if it available, and materials about the programs in the parents' native language are distributed. The ESL teacher , describes the programs that are available. The programs available in the New York City Public Schools are the Dual Language, Transitional Bilingual, and Freestanding English as a Second Language. At I.S. 292 push-in/pull-out ESL service is currently available for grades six through eight. Parents can ask questions at the orientation to help them make their decisions.

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 [\[see tool kit\]](#).)

In September the results of the NYSESLAT become available on ATS listed in the RLAT. parents are informed about their child's performance with the city-mandated Continuation and Non-Entitlement letters. These letters are sent out to all parents of ELLs, explaining whether their child has reached proficiency in English or not. Additionally, whether or not their child will be entitled to services as an ELL. Parents of children who have scored Proficient are told that their child is still eligible for ongoing support as a Former ELL for two years.The ESL teacher meets with any parents who have questions about those results. Copies of all entitlement and non-entitlement, and continuation letters are maintained by the ESL Teacher, Mrs. Yusupov, in her files, along with copies of flyers for Orientation Meetings, Attendance lists from those meetings and the completed Parent Surveys and Program Selection forms.

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.
4. Parents of ELL students are invited to review programs available for English Language Learners. After listening to a presentation and viewing the orientation video, parents are provided an opportunity to select the best program to meet the needs of their child. A selection form is provided to parents for this purpose. On that form parents identify the three programs for ELLs in order of their preference for their child's education. If parents choose one of the programs available in the school, their child is placed in that program. If parents choose an option not available at I.S. 292, school staff members provide them with information on the availability of programs in other schools, and the opportunity to consider transferring to one of those schools. If parents with a sufficient number of children speaking the same language on the same grade option for a Bilingual class, the school is bound to organize itself to provide such a class immediately. ESL teacher updates the ELPC screen on ATS within 20 days of enrollment. The original placement letter records are maintained in the students' cumulative records and the copies are in the school's ESL binder. Additionally, the entitlement letters are placed in the student's cumulative records and the copies are placed in the ESL binder. Parents are usually contacted via telephone or letters mailed and taken home by the students. As a large majority of our ELLs speak Spanish and Arabic, Spanish/Arabic speaking staff members attend all orientation meetings for Spanish/ Arabic speaking parents to ensure that the information is conveyed in a language that the parents understand. If parents of newly entering children speak another language, an interpreter from the community may be called in to help them understand the programs available and their options. The use of materials in the native language assist parents in understanding the program choices. In addition, the parents make their choices at the Orientation, where they can receive guidance through the process by the ESL teacher (E. Yusupov) and other staff members.
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.
5. The New York State English as a Second Language Achievement Test (NYSESLAT) is given in four different sessions. Students eligible for the NYSESLAT are found in the list of students eligible to take the NYSESLAT called the RLER on ATS. English Language Learners are separated by grade level and placed in separate classrooms. ESL teacher (E. Yusupov) and ELA teachers (D. Wolfe & F. Moore) follow the schedule provided to proctor the exam. One session of the NYSESLAT (Speaking, Listening, Reading & Writing) is given each day, students are not limited to how long they have to complete each section. All absent students are also ensured to be given time for make-up exams.
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*
6. Parental choices and the BESIS report show that parents have consistently chosen the freestanding ESL program. Should more than 15 parents of students in two contiguous grades request a program, other than the freestanding ESL, adjustments will be made to the programs offered. The program models offered at I.S. 292 are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a. Instruction is delivered using the Push-In and Pull-out model.
 - b. ELLs travel together as a group by grade. They are a heterogeneous group with mixed proficiency levels.
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)?
 2. As per CR Part 154, the ESL teacher, E. Yusupov, practices the push-in and Pull-out model for her students to ensure that all students receive their mandated number of instructional minutes in English Language Arts. (360 mins. - Beginning and Intermediate; 180 mins - Advanced)
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.
 3. All ESL students receive instruction using common core aligned curriculum in all content areas. ESL teacher pushes into and pulls out students to ensure that the students are utilizing language development skills within the classroom. Additionally, students are provided core curricular materials in alternate languages. And, instruction is differentiated based on collaboration between content area teachers and ESL teacher.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Spanish speaking ELLs who score below proficiency level on the LAB-R are further evaluated in their native language using the Spanish LAB-R. Additionally, throughout the year the ESL teacher provides the students with testing accommodations, (such as: testing in their native language) in certain content areas to ensure that the ELLs are appropriately evaluated in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. ELLs are evaluated in all four modalities of English acquisition throughout the year. ELL students are given diagnostic assessments, formative, and summative assessments are given as well throughout the year. Additionally, ELLs who have not met the performance standard in listening/speaking are grouped for skills worked on listening comprehension-using books on CDs in the listening center, they are given practice in listening comprehension sections of NYSESLAT using books and other preparation materials. Students are given many opportunities for class discussions, social and academic interaction with peers, and speaking lessons geared to the different sections of the speaking part of the NYSESLAT. They are also given lots of dictation and note-taking practices. ELLs receive after school and extended day assistance.

ELLs who have not met the performance standard in reading work more on building their vocabulary, and reading comprehension skills. Teacher uses different materials and resources to enhance their reading skills. ELLs receive after school and extended day assistance.

ELLs who have not met the performance standards in writing are working on developing vocabulary to sharpen their writing skills. Students are also asked to focus on improving their grammar and syntax. Additionally, all ELLs receive after school and extended day assistance.
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).
6. a. Nurturing and mentoring are incorporated into the SIFE academic program. Being aware of the many socio-economic and academic issues that impact the ELLs, the staff provides additional support and help through tutorials and Saturday Academy.
- b. With the aid of the fully licensed ESL teacher and the content areas teachers, needs analyses will be conducted so that there is a point of reference at which to begin instruction. Instruction will then be differentiated to meet the needs of these students. Students will be continuously assessed so that instruction is tailored to meet their needs. As students are prepared for the modalities of the NYSESLAT, they will also be exposed to the demands of the New York State English language arts test.
- c. ELL students 4-6 years will receive additional language acquisition instruction by implementing AIS services, and Saturday Academy. Students are provided small group instruction and opportunities to attend extended day programs.
- d. LT-ELL students receive additional language acquisition instruction, computer training, and Job corp registration assistance.
- e. Former ELL students are provided with additional support through Saturday Academy, testing accommodations, and the opportunity to attend extended day programs.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. ELL-SWDs in our school receive both related services and self-contained instruction. Students receiving related services are given support so that they can remain and be successful in regular education classes. Service providers, including the ESL Teacher work with the classroom teachers to maximize the support they can receive in their regular classroom by pushing in wherever possible. ELLs in self-contained SE classes are sometimes pulled out for ESL Service with ELLs from the mainstream to meet their needs in the least restrictive environment possible.
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?
8. ELL-SWD will receive additional language acquisition instruction by implementing "My On" reading program, AIS services, and Saturday Academy. Additionally, the use of technology, ipads, laptops and the smartboard, allows a certified licensed pedagog to differentiate instruction to meet their needs. We ensure that all ELL-SWD have flexible programming and smaller groups to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

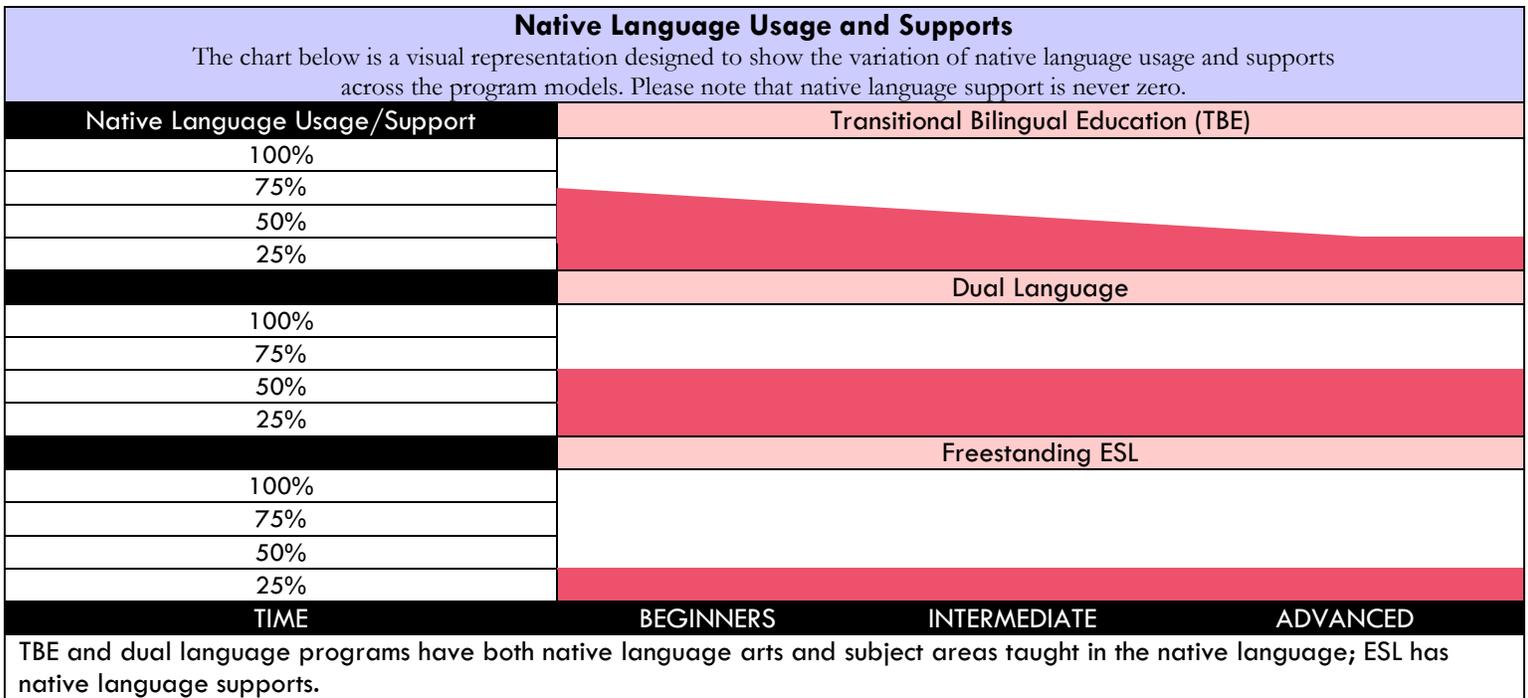
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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



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.
9. ELLs receive intervention in ELA, Math and the other content areas. "MyOn" reader, a literacy based program, is used to supplement language acquisition and development in ELA, while the students are exposed to the Orchard intervention program in math. Our beginning and intermediate ELLs benefit extremely from these programs. We also provide Saturday Academy and the 2, 90 minute sessions a week, where ELLs are targeted in small groups. The ESL teacher who pushes into classes, offers support. Additionally, there are Spanish editions of text books in the content areas to help supplement the students' language acquisition.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. We have a common core based curriculum, which incorporates all disciplines. Additional strategies are utilized to facilitate the content and language development. As a result all ELL students are making more of an effort to communicate using the English language.
11. What new programs or improvements will be considered for the upcoming school year?
- The new program that is being used this school year is called "myON" reader. It is a complete literacy solution that reinvents student reading. "myON" is a literacy program that creates an individual profile for students based on their interests and reading ability and generates a recommended book list that students can use when determining what they want to read.
12. What programs/services for ELLs will be discontinued and why?
- Achieve 3000 will be replaced with "myON" Reader. This new reading program is more effective in diagnosing and meeting the goals of our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Our ELL population has equal access to all programs during and after school. (ex.. martial arts, marching band, african drumming, basketball.....) ELLs participate in a performing arts elective for 90 minutes each week. Additionally, tutoring is provided to advanced ELLs and transitional students to ensure they maintain a successful grade on the NYS ELA and Math exams. All ELLs are serviced during in After School twice a week and Saturday Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. ESL classes are mainly instructed in English, with support available in their Native Language where possible and appropriate. The use of the Native Language is encouraged among students where it enhances learning, especially in cooperative groups where at least one member is a Newcomer or Beginner. The native language is accepted as an oral or written response, although the teacher responds in English and rephrases the response in English. Books in the students native languages are available in the classroom libraries. Additionally, ELLs are exposed to renzulli Learning, bilingual glossaries, bilingual dictionaries, ipads, laptops, smart board, classroom libraries, and multi-lingual resources in the library.
- Our ELL population is exposed to the same rigorous academic standards as mainstream. All elements of balanced literacy instruction are provided to ELLs. Content area teachers provide a consistent program of instruction by following timelines with a systematic approach to learning that incorporates spiraling and scaffolding learning activities in small group or centered instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native Language support is delivered by the use of technology: laptops, ipads. Additionally classroom libraries which feature texts both in English and the native language: bilingual dictionaries, and glossaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support the ELLs by keeping up with the adolescents interests ; the use of technology is also used to support the ELLs in the class. Students are provided with age appropriate and grade level materials to further support their needs.
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.
17. Classroom libraries that are in the students native languages, are purchased at the middle school level. They are used to help newly enrolled ELL students adjust to the changes. Additionally, new ELLs who are enrolled within the school year are buddied up with another native speaking student to assist him/her with the adjustment. The new ELLs are also exposed to many activities that incorporate their native language, so that they are able to have an easier adjustment and don't struggle with culture shock.
18. What language electives are offered to ELLs?
18. At this moment, we are not offering language electives. However, in the future we would like to offer foreign language to students.

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)?

N/A

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. Professional development is provided for all ESL service providers and content area teachers. Topics include current research and materials, best practices, ELL data review and ESL/ ELA standards, core curriculum, and the ESL prototype to support a balanced literacy approach. Teacher team meetings address teaching strategies and student specific questions and concerns. Professional development meetings take place monthly while school-based meetings are arranged more frequently depending on the progress of the students as evidenced by student periodic assessments. Additionally, professional development is provided by our CFN network on a monthly basis.

Teachers and staff members of ELLs are: Ms. Moore (ELA & Social Studies), Ms. Alleyen (ELA), Ms. Wolfe (ELA), Ms. Clifton (Math), Ms. Leacock (Math), Ms. Slade (Math), Mr. Maiglow (Social studies), Mr. Lewis (science), Ms. Baidan (science), Ms. Collins (science), Ms. Yusupov (ESL Teacher), S.Harris (para professional) Ms. Cohen (Speech), Mr. Williamstin & Ms. Obimba (guidance counselors).

2. Our ESL teacher attends workshops provided by the CFN and other external sources. In teacher teams, she turn-keys this information to other teachers of ELLs.

3. Built-in weekly, grade specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps. In addition, we are able to assess ELL student progress in other content areas with those teachers during professional development periods. Staff also discuss methods of helping students in the transition process from elementary school to middle school. Additionally, parent coordinators are trained by the network to further assist student transitions from elementary to middle school.

4. Administration, coaches, and staff will work in cohort with the network to ensure this training is done. Key staff members will attend Professional Development provided by the network and turnkey this training to the entire staff.

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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?
 1. We continue to work in the area of parent involvement. Parents participate in the G.E.D. classes, Open School night and they attend orientations, PTA meetings and our martial arts classes. Our ESL teacher, school aides and martial arts instructor assist with translation. Where necessary, Title 3 funds may be used to aid the translation process.
 2. Yes, the school partners with the YWCA and Supplemental Education Services providers who offers workshops to parents. Workshops such as Resume Writing, Signs of Bullying, Healthy Food Choices, are provided to ELL parents. Translation in Spanish is usually provided by our school aides.
 3. Parents participate in surveys, which are printed in English and Spanish, at the beginning of the year, indicating the activities in which they might be interested. We try to offer to areas of most interest.
 4. Parental involvement activities, such as G.E.D classes, Parent Orientations, martial arts classes are provided based on the needs of the parents as indicated in their surveys. Translators are usually hired for these occasions.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K292 School Name: Intermediate School 292

Cluster: 5 Network: 535

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.

Intermediate School 292 ensures that the Home Language Survey is administered to parents at registration, by the ESL teacher to determine the primary language spoken at home. Based on the responses to the Home Language Survey, the school ensures that translation and interpretation services are available in the languages identified. The school maintains appropriate and current records of primary language spoken by each parent, this information is maintained on ATS and on the students' emergency card.

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.

Intermediate School 292's major written and oral interpretation needs focus on the languages of Arabic, Bengali, French, and Spanish. These findings are shared with all members of the school community through data analysis charts.

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.

The school provides all parents the equality of understanding documents or letters that are sent home. We have several methods of ensuring that all documents are translated in a timely manner, such as: utilizing the Translation and Interpretation Unit to translate documents in the four different languages, also we have several school aids and teachers to assist us with the process.

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.

Intermediate School 292 has expressed to all staff members to utilize the Translation and Interpretation Unit. Teachers and staff use this service to assist them with communicating with parents that speak a language other than English. Additionally, school aids and teachers provide interpretation during whole group meetings, such as : PTA or Parent Teacher Conferences.

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>.

Intermediate School 292 has displayed posters and signs to inform parents of their rights regarding translation and interpretation services. Additionally, each parent that speaks a language other than English will be issued a copy of the Bill of Parents Rights and Responsibilities.