

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

DBN: (i.e. 01M001):

18K366

School Name:

THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366

Principal:

DENNIS HERRING, JR.

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: INTERMEDIATE School Number (DBN): 18K366
School Type: PUBLIC Grades Served: 6, 7, 8
School Address: 965 East 107TH Street Brooklyn, New York 11236
Phone Number: 718-688-6400 Fax: 718-688-6401
School Contact Person: Dennis Herring, Jr. Email Address: DHerrin@schools.nyc.gov
Principal: Dennis Herring, Jr.
UFT Chapter Leader: Galia Weiss
Parents' Association President: Wrichley Nelson
SLT Chairperson: VACANT
Student Representative(s): N/A

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 East 95th Street Brooklyn, New York 11236
Superintendent's Email Address: BWilkin@schools.nyc.gov
Phone Number: 718-566-6008 Fax: 718-649-7074

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: N511 Network Leader: Jorge Izquierdo

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)
Dennis Herring, Jr.	*Principal or Designee	
Galia Weiss	*UFT Chapter Leader or Designee	
Wrichley Nelson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Althea Simpson	SLT Member/Testing Coordinator	
Woody Laguerre	SLT Member/Grade 7 Teacher	
Anthony James	SLT Member/Grade 8 Teacher	
Evan Campbell	SLT Member/ Guidance Counselor	
Maxine Smith	SLT Member/Parent	
Agatha Philip	SLT Member/Parent	
Beverley Binns	SLT Member/Grandparent	
Tessie Binns	SLT Member/Parent	
Karine Cambry	SLT Member/Grade 7 Teacher	
P. Fraser	SLT Member/Grandparent	
R. Jean Baptiste	SLT Member/ PTA Vice President	

**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.

The Science and Medicine Middle School 366 is committed to providing a safe and nurturing yet academically rigorous learning environment that prepares students for high school, college, careers, and service to the world. It is our expectation that students respect themselves and others, hold themselves accountable for their actions, and always strive for excellence. Serving the Canarsie and East Flatbush communities of District 18, we offer a comprehensive academic program with an emphasis in the sciences, and in particular, the medical sciences. Currently, we have 507 students in grades six through eight. Among those, approximately 4% are English Language Learners and 12% have Individualized Educational Plans. Additionally, our ethnic breakdown is as follows: 89.37% Black, 8% Latino, and 3% other.

We believe that students can and should shape their health, education, professional futures, communities, and their nation. To that end, SMMS uses a student-centered approach to learning that highlights student voice and engagement as priorities throughout our school. The following is our Mission Statement:

The Science and Medicine Middle School uses health and medicine as a lens through which students learn core academic subjects, including mathematics, science, social studies and English Language Arts. SMMS equips young people with the knowledge and skills to manage their own health and well-being, advocate for community members, and pursue post high school education that map prepare them for careers related to health and wellness.

Through our partnerships with universities, hospitals, and other medical facilities, we are enabling our students to travel on their life's path to high school, post secondary education, and careers. Some of our partners include: Urban Advantage, Weill Cornell Medical College, LeAp, The Arthur Ashe Institute for Urban Health, SUNY Downstate, Brooklyn College, Long Island University, NYU Poly School of Engineering, Kingsbrook Jewish Medical Center and the Lakeside Adult Care Facility. This year, we are offering a comprehensive medical science curriculum with a sixth grade focus of health and nutrition, a seventh grade focus of sports medicine and an eighth grade focus of forensics.

The Science and Medicine Middle School has fully integrated the Common Core Learning Standards for English Language Arts and mathematics into the curricula, resulting in coherent instruction within disciplines and across grades. Theme-based engagement across grade levels equips students for pursuit of college and career opportunities. An experiential approach to learning leads to students investing in lessons carefully planned with attention to close reading strategies, supporting claims using text-based evidence, and conscientious use of academic vocabulary in discussions. Purposeful curriculum development decisions result in the integration of coherent instruction, in-depth explorations in mathematics, medical science and performance-based tasks in all subject areas.

The teaching staff is poised to make substantial strides in mastering effective instructional delivery techniques per the Danielson Framework for Teaching and Learning. Key areas for growth within the 2014-2015 school year include the following: academic vocabulary acquisition through the medical science curriculum, establishment of structured interdisciplinary teacher teams, differentiated and data-driven instruction, effective questioning and discussion techniques and using assessments in instruction. We will also implement a schoolwide Positive Behavioral Intervention Support (PBIS) system in order to address our students' social and emotional development.

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.
1.	Our 2014 New York State Common Core scores for all grades indicate that 19% of students met State standards in English Language Arts and 21% percent met standards in mathematics. Per the 2014 NYS Common Core assessment item analysis, areas in need of improvement were identified as citing textual evidence to support claims, determining central ideas within a text, determining author’s point of view or purpose, number sense, statistics and probability, algebraic reasoning and problem solving.
2.	Strengths and needs relative to Capacity Framework Element #1 - Rigorous Instruction: <ul style="list-style-type: none"> • Strength: Rigorous curricula aligned to CCLS, CMP3 and Expeditionary Learning (2014 Quality Review) • Strength: Curricula-aligned assessment practices that inform instruction (2014 Quality Review) • Strength: School-level theory of action and goals shared by the community (2014 Quality Review) • Strength: Aligned use of resources to support instructional goals that meet students’ needs (2014 SQR) • Need: Interdisciplinary teacher team development, operational routines and record keeping • Need: Development of coherent departmental curriculum maps and unit plans • Need: Development of rigorous, hands-on, project based, real-world connected units of study

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
From September 2014 through June 2015, we will prepare our students to meet and exceed grade level standards on the New York State Common Core assessments by designing curriculum maps, unit plans and daily lessons that support effective diagnostic reasoning, data analysis, drawing conclusions and identifying solutions which will result in a 5 – 10% increase of students scoring at or above proficiency (Levels 3 and 4) as measured by the 2015 NYS ELA and mathematics assessments.

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 			

We will design and implement differentiated professional development sessions to be delivered on Monday afternoons that address designing highly engaging, coherent instruction that presents students with activities that pose significant cognitive challenge in all academic content areas.	General education students, English Language Learners and Students with disabilities	09/2014 06/2015	Principal, Assistant Principal and three Peer Instructional Coaches
Lightsail Education Wilson Reading Program and Just Words	All students with learning disabilities	09/2014 06/2015	Certified Wilson Specialist, Special education teachers
The parent coordinator will develop and present a series of comprehensive parent workshops that address the vital partnership between school and home, with an emphasis on the language and demands of the Common Core Learning Standards. We will also purchase a new internet domain	Parents and Guardians	01/2015 06/2015	Parent Coordinator School Webmaster
School administrators have an open door policy and address parents' concerns on an as-needed basis. All interactions and visits will include conversations on students' data-based present levels of performance, areas in need of improvement and next steps for meeting individual academic goals.	All stakeholders	09/2014 06/2015	Principal and Assistant Principal

Part 4 – Resources Needed

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

- Strategic scheduling/reduced program for our CBO partnership liaison
- Wilson Reading Program materials
- iPad minis for Lightsail instruction
- Hiring a school computer technology specialist
- Engage NY module materials used in our afterschool academic intervention program

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	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.

N/A

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.

1. Departmental mid-year assessments will be administered in February 2015.
2. Teacher teams will analyze data from the mid-year assessments by February 15, 2015 and design corrective instruction accordingly.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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.
<p>3. According to the 2014 School Environment Survey, 24% of students did not feel welcome in school. 26% of students did not feel safe in classes. 40% of students did not feel safe in hallways, the cafeteria or bathrooms. 37% of students did not feel safe on school property outside of the school building. 55% of students did not feel that students treated each other with respect.</p> <p>4. Strengths and needs relative to Capacity Framework Element 2- Supportive Environment: Strength: School safety protocols aligned to shared beliefs and collaboration between administration and Level III Strength: Interborough Mobile Response Team residency Need: School wide campaign to promote mutual respect among students Need: Additional full time behavioral intervention specialist</p>	

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By January 2015, teachers will incorporate effective instructional strategies into their lessons that will result in at least 50% of students taking intellectual risks during instruction, and 50 - 75% of teachers being rated effective in component 2d of the Danielson Framework for Teaching and Learning.</p>

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>
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			
<ul style="list-style-type: none"> • Measures of Teacher Practice per Danielson Framework • Monday afternoon professional development • School wide classroom rules centered upon a culture for respect 	All teachers	09/2014 06/2015	Principal and Assistant Principal
<ul style="list-style-type: none"> • Respect for All campaign • Introductory PBIS assembly (02/2015) • Classroom discussions and writing assignments in which 	Students with disabilities,	09/2014 06/2015	Principal, Dean, Guidance Counselor

students reach a consensus regarding respect.	English Language Learners		
Series of workshops on Habits-Organization-Mission-Engagement from Achieve NYC	All parents	12/2014 06/2015	Parent Coordinator
Informal and formal classroom observations	All stakeholders	09/2014 06/2015	Principal Assistant Principal

Part 4 – Resources Needed

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

Purchase incentives as rewards for positive behavior
The principal and a team of four teachers will visit 31R061 to observe a functional PBIS system

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

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.

9. The Principal and Assistant Principal will evaluate the growth in measures of teacher practice of Danielson component 2d for all teachers.
10. February 2015.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 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. |

13. Collegial and professional relationships are in place as evidenced by teachers’ collaborative planning and participation in professional development. Systems and structures for assessing students’ needs, implementing action plans, and memorializing events and next steps have not been fully realized.

14. Strengths and needs relative to Capacity Framework Element- Collaborative Teachers:

Strength: Consistent common planning and interdisciplinary teacher team meetings

Strength: Consistent access to evidence-based / research-based trends and best practices in education during Monday afternoon professional development sessions.

Need: Google Docs system of memorializing meeting outcomes and next steps.

Need: Professional development on differentiation by content, product and process

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 March 2015, 100% of teachers will use Google Docs to develop systems and structures for sharing and memorializing collaborative events, action plans for student improvement, and next steps.

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>
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			
We have strategically designed teachers’ schedules such that they may meet in interdisciplinary teacher teams and grade level teams by academic content area on a weekly basis.	All teachers	09/2014 06/2015	Principal
Teachers will use Google Docs to share non-confidential information such as promotional criteria percentages and behavioral intervention information	Students with disabilities	03/2015 06/2015	All teachers of students with disabilities

Parents are invited to attend interdisciplinary team meetings every week when warranted in order to receive common concerns from all of their children’s teachers in one session.	All parents	09/2014 06/2015	Parent Coordinator Principal
Teachers will utilize Google Docs to share information and maintain anecdotal notes on students whose promotion is in doubt for record keeping and preventive purposes.	All teachers	3/2015 06/2015	Teacher Teams

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • School Google Docs account • Introductory professional development on Google Docs • Computer technology specialist for troubleshooting and additional professional development

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

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.			
19.	We will know we have made progress towards our goal when at least 6 out of 9 interdisciplinary teacher teams are consistently utilizing Google Docs to its full potential and collaborative capacity.			
20.	March 2015			
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
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. |

The principal and assistant principal have held individualized planning conferences with all teachers and equally divided the number of informal and formal observations of teacher practice. In addition to monitoring teachers’ attention to citing textual evidence to support claims, determining central ideas within a text, determining author’s point of view or purpose, number sense, statistics and probability, algebraic reasoning and problem solving, they will observe instruction for evidence of the schoolwide instructional focus of effective diagnostic reasoning, data analysis, drawing conclusions and identifying solutions in all subjects. The two administrators need to identify two to three key teacher leaders who will attend cabinet meetings and participate in a shared decision making process. Regular notification, dissemination of information and accompanying professional development needs to begin in January 2015.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

From September 2014 to June 2015, the Principal and Assistant Principal will intermittently provide professional development in Humanities (English Language Arts and social studies), science and mathematics on Monday afternoons that will result in a 5 – 10% increase of students scoring at or above proficiency (Levels 3 and 4) as measured by the 2015 NYS Common Core ELA and mathematics assessments.

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			
<ul style="list-style-type: none"> • Professional development session: Smartboard (4 hours) • Professional development series: Close Reading (4 hours) • Professional development series: Socratic seminar (4 hours) • Professional development series: CCLS task analysis (4 hours) 	All teachers All teachers All teachers All teachers	01/2015 06/2015	Teq Representative Principal and AP Principal Principal
Universal Design for Learning professional development (4 hours)	All teachers	01/2015 02/2015	Peer Instructional Coaches

The peer instructional coaches and administration will supply the parent coordinator with modified, parent-friendly resources and materials from professional development sessions for parent workshops.	All parents	01/2015 06/2015	Administration Parent Coordinator Peer Instructional Coaches
An extended administrative cabinet will be noteworthy among the staff at large. It will foster an environment of mutual trust among administrators and teachers and perseverance towards meeting the demands of our schoolwide instructional focus.	Teacher leaders, all teachers	01/2015 06/2015	Administration Teacher leaders

Part 4 – Resources Needed

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

- ARIS Learn videos
- UDL materials and resources
- Adjustment of teacher leaders' schedules for one free period per week

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

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.

29. Successful implementation of strides towards this goal will be indicated by positive feedback from teachers and parents. Additionally, administrators will observe elements from the professional development sessions during informal and formal classroom observations.

30. March 1, 2015 to March 15, 2015

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

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. |

According to the 2014 School Environment Survey, 96% of parents felt that the school used resources to support continuous improvement by making it easy for parents to attend meetings at different times of the day, and by providing interpreters. 95% of parents stated that they were consistently informed about services for their children, such as tutoring, after-school programs, or workshops at school. Currently, the parent coordinator facilitates several gatherings of parents, guardians and families at which time their concerns and needs are addressed. There is a partnership with The Lakeside Adult Care Facility in Canarsie.

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, we will develop partnerships with at least two additional community-based organizations in the Canarsie and neighboring areas that will promote students’ college and career readiness.

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			
<ul style="list-style-type: none"> • Community outreach to businesses and organizations • Expansion of Career Day event 	All parents CBOs	01/2015 06/2015	Parent Coordinator PTA and SLT
<ul style="list-style-type: none"> • Workshops for parents of students with disabilities • Informational community resources forum • Over-the-counter language interpretation services • Language interpretation services at IEP meetings 	Parents of students with disabilities and ELLs	01/2015 06/2015	Special Education Teachers and CBO partners
<ul style="list-style-type: none"> • Consistent electronic, written and phone notifications 	All parents	01/2015 06/2015	Parent Coordinator PTA and SLT
Introduction letter to parents from the newly elected PTA president Open forums to address concerns at PTA and SLT meetings	All parents	12/2014 06/2015	Parent Coordinator PTA and SLT

Town hall meeting on school safety			Principal and Dean
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Part 4 – Resources Needed

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

- Schedule adjustment for select staff to perform community outreach
- Manuals, pamphlets and brochures in languages other than English represented by the school population

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

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.

39. We will know that we have made progress towards this goal when community liaisons have secured at least one partnership with a community-based organization.

40. March 2015

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2014 NYS assessment scores, Unit common assessment outcomes	Close Reading Writing Process	Small group, one-to-one	During the school day and after school
Mathematics	2014 NYS assessment scores, Unit common assessment outcomes	Peer assessments	Small group and one-to-one	During the school day and after school
Science	MOSL baseline assessment outcomes	Close Reading	Small group	During the school day
Social Studies	MOSL baseline assessment outcomes	Close Reading	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Dean's records, disciplinary history and teachers' anecdotal records	Mobile Response Team and the Big Brother CCR / Mentoring Program	One-to-one Parent sessions Small group	Once weekly during the school day

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.
<ul style="list-style-type: none"> Assessment of staffing needs and appropriate hiring of certified teachers Demonstration lessons observed by administration and a hiring team Ongoing professional development in relevant topics, trends and research-based best practices

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).
The Professional Development Team, which is comprised of teachers, administration and paraprofessionals meets twice monthly to identify shared concerns and areas identified by teachers as priority

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.

Grade level content area teacher teams meet weekly and use CMP3 and Expeditionary Learning materials to implement a data cycle calendar of events. This includes, instructional delivery, classroom assessments, common assessments, data analysis, identification of trends, drawing conclusions and corrective instruction. It is important to note that corrective instruction is not simply re-teaching, but a modified approach to instructional delivery that addressed students' needs and misconceptions.

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	\$272,992	X	9
Title I School Improvement 1003(a)	Federal	N/A	X	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	N/A	X	N/A
Title III, Part A	Federal	N/A	X	N/A
Title III, Immigrant	Federal	N/A	X	N/A
Tax Levy (FSF)	Local	\$3,032,315	X	9, 12,14,16,18

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 K 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Science and Medicine Middle School 366**, 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. **The Science and Medicine Middle School 366** will support parents and families of Title I students by:

- providing NYC DOE published materials (Achieve NYC) and training (CMP3 and Expeditionary Learning) 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 opportunities for parents to understanding City, State and Federal standards and assessments during our Parent-Teacher Conferences;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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;
- respond to requests to meet with teachers and administrators;
- regularly consult the school's website for notifications and updates.

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;
- be accountable for my actions;
- seek teachers' assistance in the classroom setting;
- always strive for excellence.

**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 18	Borough Brooklyn	School Number 366
School Name The Science and Medicine MiddleSchool		

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 Ingrid Thomas-Clark	Assistant Principal Michelle Patrovani
Coach type here	Coach type here
ESL Teacher Alba R.Ruginis	Guidance Counselor Even Campbell
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Pamella Ferrari-Easter
Related Service Provider Ms. Lammano	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	390	Total number of ELLs	13	ELLs as share of total student population (%)	3.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							8	4	1					13
SELECT ONE														0
Total	0	0	0	0	0	0	8	4	1	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	3
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	7			5			1			13

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	7	0	0	5	0	0	1	0	0	13
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							3							3
Haitian							5	4	1					10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	8	4	1	0	0	0	0	13

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)							3	1						4
Intermediate(I)														0
Advanced (A)							5	3	1					9
Total	0	0	0	0	0	0	8	4	1	0	0	0	0	13

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	4	1			5
7	3				3
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The ELLs in school K366 are from our feeder schools at the elementary level and their initial process to identify ELLs has been completed. The responsibility in K366 is to identify these students via an interview with the ESL teacher. The documents such as the HLIS which includes the informal oral interview in English, in the native language plus the formal initial assessment are reviewed and or

revised. Once revision is done the document sent from Elementary school is set aside and a second document is created and sent to all staff members so they are aware of the ELLs in their classroom. Beginning in spring 2012 the ELLs took the Pearson + New York Periodic Assessment for English Language Learners.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The Data provides the academic level of each student. The patterns that emerge from data allow us to track where the students is in his language acquisition. It further allows the teacher to get to know her students better so she may scaffold lesson with the help of the ESL teacher. The data provides guidance as to what ESL methodology works best. The Data helps the teacher to include from a variety of methods to best suit the students learning needs. Furthermore, instruction must pave the way for ELLs and the general population to achieve higher standards.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))

The Data has allowed us, the teaching staff, to recognize the strength and weaknesses of each student then take the step to develop lesson plans that include a specific modality. For example, the ELA texts used in our Middle School are specifically scaffolded to meet the needs of our ELLs. Instructional decisions are affected as they are taken into consideration which in turn are aligned to CCLS to support all our students. Plus, The level of language skills that are revealed affect the decisions and guide the classroom teacher to incorporate into lessons a specific portion that corresponds to each modality. In addition, the ESL teacher, pushes in, to support the ELLs.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

At K366 the program to support the ELLs is a free standing ESL program. In terms of the NYSESLAT their proficiency has gradually increased; some students at a quicker pace but nevertheless going forward or have remained the same. Test taking in English has proven to be challenging however the staff at our school goes beyond the call of duty as they give time and support in our common goal to lend support to all students. We adhere to the Key Principles for ELL instruction. and feel we are at the right direction to better support the ELLs.

Periodic Assessment began in Spring of 2013 for the ELLs.

At this point, it is a work in process, as we are also dealing with the changes in testing at the state level. Our approach is to, discern data and understand what approaches are best so we may support student learning.

In addition, we have content area meetings where the goal is to communicate our concerns about students to share their needs. An area that we speak about is the grouping of students as we consider collaborative assignments where students are required to communicate with one another to problem solve. A better understanding of grouping determines how well the student attain a better understanding not just of language but the inclusion of study and organizational skills. *aste response to questions here:*

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?

The ESL teachers role at SMMS is as follows

- Keeping track of all ELL data.
- Creating a push in program
- Working closely with ELA teachers
- Support students as they embrace a new culture but being mindful of the importance of the L1 culture.
- Working closely with staff to bring a better understanding of second language acquisition
- Creating a safe environment where students feel support as they transition to a L2 culture.

Content area teachers incorporate scaffolding to support L2 acquisition and conference with ESL teacher to incorporate various ways to support ELLs; including word walls, the use of dictionaries and extra time to support content area academics.

7. For dual language programs, answer the following:

- 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.).

The communication between ESL teacher and staff is open. Throughout the day we share how much or how little the ir participation was in the classroom. The ELLs are monitored closely to support what their needs are. Our commitment to support all students has proven to be a challenge but we go forth because it our believe that all children are deserving an education. Classroom participation is one of our successes.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At SMMS we adhere to the New York State-LEP Identification Process. To reiterate our ELLs come from feeder schools and have been processed at the Elementary school level. The ESL teacher verifies all data from online DOE websites such as ARIS and ATS and hard copies. As a list is put together the next step is to meet the students and have a brief oral interview. The person responsible for the steps is the ESL teacher, the principle, the parent coordinator.
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. Parents are called to welcome them to school and if there is a need for a translator there are a number of people to speak to them. On staff there is an Arabic speaking teacher, a number of French speakers, Hatian Creole and Spanish. Paste response to question here:
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 [\[see tool kit\]](#).)

The ATS report used to verify the incoming 6th grade ELLs was RECL. All hardcopies of incoming 6th graders ELL data are stored in a secured record room. If and when a document should be missing the ESL teacher and pupil secretary ensures that the paperwork is returned .
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.

To reiterate our ELLs come from feeder schools and have been processed at the Elementary school level. The ESL teacher verifies all data from online DOE websites such as ARIS and ATS and hard copies. As a list is put together the next step is to meet the students and have a brief oral interview. Placements letters are part of the hard copies from feeder schools. The person responsible for the steps is the ESL teacher, the principle, the parent coordinator.
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 report used to determine eligibility is RECL. Then the ESL teacher is directly responsible for ensuring that the NYSESLAT test is properly handled and adhere to all regulations that govern it. From delivery of exam to school, opening the booklets to repackaging. Also, the ESL teacher is responsible for scheduling the test and ensuring that the new rules are followed such as the scorer of the speaking section and the writing grading. Lastly, all training for grading falls under ESL teacher responsibilities. Please see for 3 for answer Paste response to question here: Paste response to question here:
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

Parents are informed of the ESL program and translators are available to ensure communication is clear and understood. The trend at SMMS as per parents is to have their children in an ESL program. It is their belief that push in to content areas will be helpful to acquire the language.

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])?
At K366 the organizational is a push in program. The class travels together. The ESL prepares herself for the push in because she has been made aware of the ELA unit plans.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
The ESL teacher is responsible for scheduling the periods of service(push in) See attachments.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
The content area teachers are aware of the minutes according to CR Part 154. The ESL teacher ensures that the service provided is in accordance with the number of minutes each child is allotted.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
This is N/A as instruction in content areas is delivered in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In the push in model the ESL has a say when assessment is being created. For example, when an essay is part of the agenda ELL students are allowed to bullet the answer. They are also given extra time to complete assessments for classroom and State tests.

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. N/A

Data plays a great role when creating assessment for the different levels in ESL..

b. Time is also plays a role. For the 0-3 years the ESL teacher guides them through a mock test and explains the components of the test ;how to read instructions, how to find meaning in context

c. As for the 4-6 years scaffolding is taken away and students play a great role as they realize that they are becoming autonomous.

d. LTE has support via one on one conferences. An emphasis on organizational and study skills is created. Parents are contacted so additional support is given at home via academic online programs. When assessments are given back the student has a one on one conference with ESL teacher to evaluate test taking strategies.

e. The former ELLs are invited to seek help with the ESL teacher plus the content area teachers brings in additional support in tutorials.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The special Ed teacher works with students in a small group setting. In ICT class the ESL teacher works closely with students and provides scaffolding to support for the multiple needs of ELL-SWD.

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

The Students IEP is read by the all teachers so support can be provided in accordance to their needs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

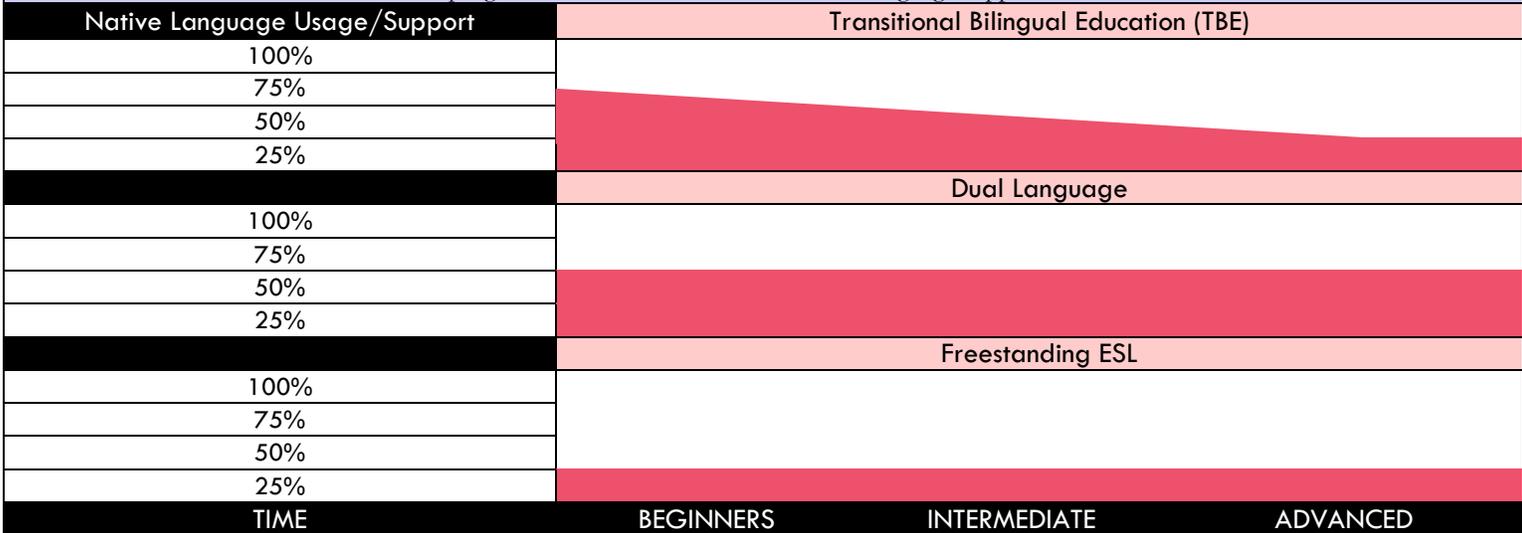
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
ELLs receive the allocated minutes in accordance CR 154 . In content area instruction ELLs are part of after school academic support system plus additional time is allotted for test taking
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Staff working together is the best method for ELLs. AT K366 ALL Staff is aware of the ELLs in their classes. The PUSH IN program is effective as the acquisition of language is visible as they tackle higher order thinking and problem solving and request feed back from the the content area teacher and ESL teacher . Their class participation is steady and the emergent language is visible as their request for help diminishes.
11. What new programs or improvements will be considered for the upcoming school year?
This year more emphasize is given to the push in model. The ESL teacher prepares herself by reading the text being read by the class and the ESL teachers supports the activities that have been organized. Students know that they come to me as they participate in games./or the use of graphic organizers. The request is usually for pronunciation.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
The ESL teacher ensures that ELLs are invited to join after school programs. The after school activities are both academic and fun. Regardless of the after-school they attend the objective always is that they sre practicing their English skills both oral and written.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
K366 is a school rich in technology support. Achieve 3000, Cool math games, are all available for ELLs. They are expected to use technology to enrich their langauge acquisition and are guided to listen to audio books to follow class readings. This year tech classes have been incorporated so ELLs and all students become aware to look towards the future to be college ready and life long learners.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Although N/A since our program is ESL free standing;this year the students have incorporated the use of dictionaries and teachers who are versed in Hatian creole,Arabic and Spanish play a key role in bringing support in their L1. The texts used in classes are availble in their native language plus content specific supplements are given to facilitate learning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
K366 provides the support needed from school counseling,special education teachers committed to their learning.
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.
N/A
18. What language electives are offered to ELLs?
We are an ilearn school so Spanish and Mandarin are available to them on line.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

1/2.The PD provided at 366k is both in house and at oell offices. We continuesly receive support from our principle and PD is part of our proffessional growth.Common Core Learning has been incorporated in lesson plans plus the Danielson framework. The ELAND PD has been the most significant.

3. Staff members are made aware of the ELLs in their class rooms and know of the open door policy the ESL teacher has stablished.The first period class of the day is specifically designed for the ELLs as they transition from elementary to Middle School. The ELLs are taught the routines expected at the school and class levels. Time and consideration are key so they may learn the schools culture and begin to incorporate themselves into it.

4. The training received in house plus the ELAND PD.

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?

Parents are invited to all the activities that are offered. From Penny Harvest, Grandma day, Fathers /Mothers day , support to walk for Breast cancer awareness ect. Parent/caregivers are invited so they feel as part of the community Our parent coordinator is a very active person. She is always on the lookout for services that support the whole community and of ourse the Ells are part of the community..

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.

I will attach my program and the ELLs information tha was creted so the teaching staff becomes aware of who the ELLs are.

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