



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

13K266

School Name:

M.S. K266 - PARK PLACE COMMUNITY MIDDLE SCHOOL

Principal:

GLENDA ESPERANCE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Park Place Community Middle School School Number (DBN): 13K266
Grades Served: 6-8
School Address: 62 Park Place Brooklyn, NY 11217
Phone Number: 718-857-2291 Fax: 718-857-2347
School Contact Person: Glenda Esperance Email Address: gespera@schools.nyc.gov
Principal: Glenda Esperance
UFT Chapter Leader: Leandre Mayers
Parents' Association President: Mecca Nelson
SLT Chairperson: Viola Scott
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mecca Nelson
Student Representative(s): n/a

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201- Room 501
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-225-5119 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Glenda Esperance	*Principal or Designee	
Leandre Pizzaro	*UFT Chapter Leader or Designee	
Mecca Nelson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mecca Nelson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Viola Scott	Member/ teacher	
Felicia Tolbert	Member/ Parent	
Arthur	Member/Parent	
Brenda Donald	Member/ Teacher	
Illana Gagliardi	Member/ Teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Every day at Park Place is another opportunity to maximize a student's potential as they move along their educational journey. We encourage our students to be determined to always give their best effort in all their classes! Our mission is to create an environment that promotes respect for racial and cultural diversity; to deliver rigorous academic curriculum; to utilize best practices for middle school level education; to utilize technological and community resources to increase opportunities for intellectual and social development; to develop well-rounded students through participation in the Arts. Every year, we reflect on our past practices in order to grow together and maintain a community in which every student can succeed.

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

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

Our school-wide goals were identified after a review of our internal data as well as the Progress Report, The New York State Report Card, Quality Review, Learning Environment Survey and feedback we received in June 2014 from our January 2013 DTDSE. All goals were created to improve student outcomes and improve the quality of instruction provided by our staff. Professional Development is aligned to the Common Core Learning Standards and Danielson Framework for Teaching to infuse academic rigor and alignment of instruction to student progress

13K266 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	130	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	8	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.4%	% Attendance Rate		89.8%
% Free Lunch	77.1%	% Reduced Lunch		6.3%
% Limited English Proficient	3.5%	% Students with Disabilities		28.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		61.1%
% Hispanic or Latino	33.3%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	2.8%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.16	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.84
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	5.8%	Mathematics Performance at levels 3 & 4		7.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		44.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		72.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Teachers meet collaboratively around the development of curriculum maps aligned to the CCLS. The curriculum maps and scopes & sequences across content areas used by our school reflect the CCLS. Our students and parents noted that across subject areas, students are engaged in more reading and writing, using texts to support a position, and literary analysis than they were in prior years. However, there is still work to be done. Our teachers must continue to develop their abilities to consistently group students according to ability and promote higher-order thinking. There is little variation in instructional activities for students performing above grade level. The instructional focus for the 2015- 2016 school year is to continue to differentiate instruction in order to make the curriculum accessible to all students with an emphasis on creating extensions for students performing at or above grade level. The goal is to have students receive instruction that matches their skill, levels of interests and talents in order to strategically increase their achievement outcomes</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and 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>
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By June 2016, Math, Science, ELA and Humanities Teacher Teams will build capacity to align units of study with the Common Core Learning Standards (CCLS) as evidenced by lesson planning, student task and classroom observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will meet on a consistent basis to collaboratively develop curriculum maps that will identify core content, educational activities,</p>	<p>All teachers Ed Assistant Admin Team</p>	<p>Every Other Monday</p>	<p>Administrators Lead Teachers</p>

<p>interventions, best practices and assessments . Administrators and teachers work together using the common core standards and results from unit assessments to identify gaps in student knowledge, trends and next steps. When necessary, adjustments to the curriculum maps are made to ensure that the needs of all students are being met.</p>			
<p>Parents will be invited to multiple curriculum night opportunities. In addition to the mandated Parent Teacher Conferences, we will invite parents to ELA, Math, Social studies and Science themed workshops to further discuss the instructional shifts as they relate to the CCLS. Parents received a copy of the class syllabus outlining the expectations of the course. Parents also have access to jupitergrades.com to track and monitor student progress. In addition to having an open door policy for parents, we have also implemented “Meet the Teacher Tuesdays’ so that parents feel welcome to come and ask teachers questions they may have around student learning</p>	<p>All teachers Ed Assistant Admin Team Parents</p>	<p>Weekly- Tuesdays Monthly</p>	<p>Administrators</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The key resources used to implement this activity will be Teachers, Lead Teachers, Administrators and Network Liaisons.</p>
<p>This activity will begin in September 2015 and end in June 2016</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>The system will be evaluated on a monthly basis</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	Ⓓ
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	Ⓓ
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	Ⓔ
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	Ⓓ
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The school community is safe according to parents, students, teachers and administrators. Students feel well cared for and motivated by staff to do their best. All members of the school community have someone to talk to if they have any concerns or issues that need to be addressed. Since the 2013 DTDSE, we continually reached out to community partners to assist us in providing supports that will create a school environment that promotes positive social and emotional developmental health for all members of our school community. We will continue to implement the following initiatives:</p> <ul style="list-style-type: none"> School physical environment improvement Advisory sessions dedicated to developing and encourage good study habits and students’ organizational skills. Student of the month celebrations by content area and grade level Continue providing students with activities that support Park Place Cares Community service team. Continue initiatives with Student Government to increase student voice 		

- Continue hosting Professional Development Opportunities w/Positive Conflict Management
- Social/Emotional Inquiry Team/Study Group
- Monthly school-wide trips
- Park Place Dollars Merit System
- Care Team Meetings
- Partnerships with non-profits
- On- site part time social worker

Based on feedback from the 2015 Learning Environment Survey and 2015 Quality Review our school community believes that set high expectations for all stakeholders. We will continue to build on that work create a system that supports positive social/emotional development.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 75% of students will participate in programs focused around academic and/or social emotional development that will allow them to demonstrate progress towards achieving state standards as measured by feedback from the 2015-2016 Learning Environment Survey on questions regarding school culture and instructional core.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative school culture conducive to academic achievement. Staff members facilitate grade team meetings that solve problems that stand in the way of student learning. Advisory Program is organized on grade level teams, providing additional structure and support. Create systems and structures for student</p>	<p>All students All Parents Priority will be given to students classified as at- risk</p>	<p>Twice a month</p>	<p>Admin Team, Guidance, Social worker, School Psychologist, Attendance Teacher and Advisory Teachers</p>

<p>accountability including monthly reward incentives. Analyze cohort data and track trends and patterns by cohort. Use Advisory program in an authentic way to foster positive emotional and social development and relations.</p> <p>Anticipated Outcome:</p> <ul style="list-style-type: none"> • Build community in every grade team • School wide trips and activities organized around a community theme. • Launch Student Led Conferences System • Monthly parent theme nights • Create Schoolwide Park Place Dollars Merit System 			
<p>We will also increase parental involvement in regards to social and emotional development by continuing our open door policy. Parent Coordinator and SLT will work collaboratively to host events such as, Family Art Day, Family Fitness Day, Science Night, and Positive conflict management with a middle school student</p>	<p>All parents</p> <p>Priority will be given to grades 6 and 7 students</p>	<p>Monthly</p>	<p>Parent Coordinator</p> <p>SLT Parents</p> <p>Teachers</p> <p>Admin</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The system will be evaluated on a monthly basis</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our teachers use curriculum maps to focus on the concepts that are prioritized in the CCLS and to identify instructional connections within and across grade levels. Our teachers are also using lesson plans and data to inform grouping and multiple points of entry. However, differentiated Instruction is used to address the needs of only the low performing students, and grouping is not always based student need or ability. Although our student have consistently displayed progress (as per our 2013 Progress Report and 2015 School Quality Report), for the 2015- 2016 school year our school will continue to focus on planning instructional activities and analyzing data to increase the achievement outcomes for lower performing students and pay extra attention in creating extension opportunities that provided activities to address the needs of our higher performing students</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, <u>M</u> measurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all students will be exposed to at least four units of study in Math, ELA, Science and Social Studies that are rigorous, tiered and differentiated to address a variety of levels. Teachers will deepen the inquiry process through the analysis of data in response to student learning as evidenced by lesson plans, student task and classroom observation.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher will meet on a consistent basis to collaboratively develop curriculum maps that will identify core content, educational activities, interventions, best practices and assessments . Administrators and teachers work together using the common core standards and results from unit assessments to identify gaps in student knowledge, trends and next steps. When necessary, adjustments to the curriculum maps are made to ensure that the</p>	<p>All Teachers Ed Assistant Admin Team</p>	<p>Every two weeks</p>	<p>Admin Team Lead Teachers District Support Field Borough Office Support NYC DOE approved Consultants</p>

needs of all students are being met			
<p><u>Professional Book Talk</u></p> <p>The study group organizes and maintains an agenda of readings. Prior to each meeting, participants have read and reflected upon the reading and may come prepared with questions, ideas about, or explanations of the reading. A pair in the group prepares for and serves as guide and moderator for the discussion during each session. This role is often rotated around the group to individuals who are willing to fill the role of moderator. Books selected are geared to improve quality of student engagement, student discussion, student assessment and classroom management.</p> <p><u>Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids</u> by Carol Ann Tomlinson, Jay McTighe</p> <p>Anticipated Outcome</p> <ul style="list-style-type: none"> • Develop Common Language • Development of shared understanding. • Self-assessment and reflection on practice. • Implementation of practices in classroom 	<p>All Teachers</p> <p>Ed Assistant</p> <p>Admin Team</p>	<p>Every two weeks</p>	<p>Admin Team</p> <p>Teachers</p>
<p>Inquiry Teacher Teams</p> <p>Teams are led by Peer Instructional Coaches and</p>	<p>All Teachers</p> <p>Ed Assistant</p>	<p>Every two weeks</p>	<p>Admin Team</p> <p>Lead Teachers</p>

<p>Demonstration Teachers and are comprised of 5 -8 teachers from various content areas to offer varied perspective</p> <p>Inquiry Team #1- Literacy</p> <p>Inquiry Team #2 – Mathematics</p> <p>Inquiry Team #3 – Social Development</p> <p>Anticipated Outcome-</p> <ul style="list-style-type: none"> • Develop skills to facilitate effective analysis of student work using protocols. • Analysis of student work and assessment for the purpose of differentiation & accommodation to curriculum. 	<p>Admin Team</p>		
<p><u>Common Planning</u></p> <p>Instructional leaders, Teachers. Assistant Principal, Principal, and Network Points (when available) collaborate weekly.</p> <ul style="list-style-type: none"> • Analysis of student work and assessment • Design rubrics to score performance tasks. • Faculty Collaboration <p>Evidence of alignment to CCLS across classrooms</p>	<p>All Teachers</p> <p>Admin Team</p>	<p>Weekly</p>	<p>Admin Team</p> <p>Lead Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The key resources used to implement this activity will be Teachers, Lead Teachers, Administrators, Field Borough Liaisons and District 13 Liaisons.

This activity will begin in September 2015 and end in June 2016

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The system will be evaluated twice a month

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>As a participant in the Teacher Effectiveness Pilot during the 2012- 2013 school year, teachers are familiar with the Danielson framework For Teaching. With the support of the network, our teachers have been provided with professional development opportunities to increase their skills around the Danielson. The Community School District #13 is creating inter-school visitation opportunities to share best practices. Our District 13 point person also visits the school to ensure that the administrative team members are normed and calibrated in using the rubric effectively.</p> <p>Additionally, we are using the Danielson rubric to guide all teacher/administrator conferences and to shape our in-house professional development plan. We are the only school in District 13 participating in the Teacher Incentive Funding Initiative (TIF) . This program provides us with funding to establish two new teachers roles- Peer Instructional Coach (PIC) and Demonstration Teacher (DT). Teachers in these roles participate in PD that focus on helping other teachers in the building improve their practice aligned to the citywide instructional expectations, including implementation of the Danielson <i>Framework</i> and Common Core-aligned curriculum, as well as on facilitative leadership skills. We have already had our PICs and DT model and share best practices around instructional topics on assessment and inquiry. The school also receives additional support from a Teacher Effectiveness Coach that works closely with teachers throughout the school year.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 at least 50% of teachers will demonstrate improvement in teaching practices as evidenced by at least 3-5 formative and evaluative written/verbal feedback based on classroom visits by the Principal and Assistant Principal over the course of the year

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Professional Book Talk</u></p> <p>The study group organizes and maintains an agenda of readings. Prior to each meeting, participants have read and reflected upon the reading and may come prepared with questions, ideas about, or explanations</p>	<p>Administrators</p> <p>Pedagogy</p> <p>Ed Assistants</p>	<p>Every other Monday</p>	<p>Administrators</p> <p>Model Teachers</p>

of the reading. A pair in the group prepares for and serves as guide and moderator for the discussion during each session. This role is often rotated around the group to individuals who are willing to fill the role of moderator. Books selected are geared to improve quality of student engagement, student assessment and classroom management.

Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids by Carol Ann Tomlinson, Jay McTighe

What Every Middle School Teacher Should Know, Third Edition by Dave F. Brown & Trudy Knowles

SUMMER - Mapping the Big Picture: Integrating Curriculum and Assessment K- 12.

by Heidi Hayes Jacobs

Anticipated Outcome

- Develop Common Language
- Development of shared understanding.
- Self-assessment and reflection on practice.

Implementation of practices in classroom

Inter-visitations

Observe teachers through the lens of Danielson’s framework with a keen

Pedagogy

On-going throughout school year

Admin Team and Instructional leaders and District Point and Field Borough Supports

focus on Competencies in Domains 1 and 3 with an emphasis on designing coherent instruction, student engagement and questioning and discussion.			
Anticipated Outcome			
<ul style="list-style-type: none"> • Structured professional conversation • Sharing best practice • Building community and leadership capacity 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The key resources used to implement this activity will be Teachers, Lead Teachers, Administrators, Field Borough Liaisons and District 13 Liaisons.											
This activity will begin in September 2015 and end in June 2016											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
The system will be evaluated twice a month											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to our 2014 and 2015 Quality Reviews Reports, student academic progress and social emotional growth is encouraged by a school culture that fosters commitment and engagement by family, school and community stakeholders.</p> <p>We will continue to implement the following:</p> <ul style="list-style-type: none"> Monthly progress report distribution Monthly Parent training series on Common Core Standards Monthly Parent Theme Days Attendance report Increase number of mandated School wide Parent Teacher Conferences from 3 to 4 session Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Progress Reports, quarterly report cards Provide parents reasonable access to staff 		

- Utilize an online grade book, Jupitergradesj69guhybgtv ret tgndr, which allow students and parents check their current grades, homework and academic progress online anytime
- Maintain school website
- During preparation periods teachers conduct- conferences, telephone calls
- School-wide/Grade Meetings
- Monthly mailings
- Distribute quarterly newsletters
- Jupitergrades Parent Training
- Parent Coordinator serve as Liaison
- Individual parent conferences upon request
- Meet Your Teacher - Curriculum Conferences

Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows: Multicultural Feast, School Leadership Team, PTA, Volunteers-Lunch-Monitors, Chaperone, for trips and school social events, Open House, Career Day, Guest Speakers

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parents will attend at least four school-wide social activities that will provide them with resources to further assist them in addressing both the academic and social needs of their children as evidence by attendance sheets and program feedback forms .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Workshops and meetings to share best practices to improve quality of students' achievement.</p> <p>Insure delivery of one cohesive message that supports the strengthening our school community</p> <p>-Provide PD on Expectations on all content areas, Jupitergrades and www.parkplace266.org</p>	<p>Parents and Guardians</p>	<p>Monthly meetings Morning and evening sessions & Tuesdays</p>	<p>Parent coordinators, Guidance, Social Worker and Teachers</p>

<p>Anticipated Outcome:</p> <ul style="list-style-type: none"> • Sharing best practice, tools, and feedback from meetings. • Building leadership capacity • Increase student performance • Increase parent voice 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator, Administrators, Teachers, Students and Parents											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The initiatives outlined above will be monitored on a monthly basis
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Priority will be given to students Performing at a Level 1 and Low Level 2	<p>Direct instruction to small group during AIS periods</p> <p>One-to-one tutoring using Skoolbo, MyOn and IXL . Materials for specific skill practice include Common Core task from American Reading Company and Teacher Created Materials</p> <p>Common Core Curriculum Associates</p> <p>Extended Day and Saturday Academy</p>	Small group, one to one, tutoring	During the day and Afterschool
Mathematics	Priority will be given to students Performing at a Level 1 and Low Level 2	<p>Direct instruction to small group during AIS periods</p> <p>One-to-one tutoring using One-to-one tutoring using Skoolbo, and MyOn. Materials for specific skill practice include Common Core Workbooks from Curriculum Associates Extended Day and Saturday Academy</p>	Small group, one to one, tutoring	During the day and Afterschool
Science	Priority will be given to students	Direct instruction to small group during AIS periods	Small group, one to one, tutoring	During the day and Afterschool

	Performing at a Level 1 and Low Level 2	One-to-one tutoring using One-to-one tutoring using Skoolbo, and MyOn. Materials for specific skill practice include Common Core Workbooks from Curriculum Associates Extended Day and Saturday Academy		
Social Studies	Priority will be given to students Performing at a Level 1 and Low Level 2	Direct instruction to small group during AIS periods One-to-one tutoring using One-to-one tutoring using Skoolbo, and MyOn. Materials for specific skill practice include Common Core Workbooks from Curriculum Associates Extended Day and Saturday Academy	Small group, one to one, tutoring	During the day and Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Priority will be given to students identified as being at- risk	One-to one and small group service are provided to students during lunch period by part-time guidance counselor or social worker.	Small group, one to one, tutoring	During the day and Afterschool

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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.
80% of staff are tenured <p style="text-align: center;">92% are teaching in their designated license area.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none">• <i>Tailor our professional development plan to address the needs of all our community stakeholders- administrators, teachers, students and parents</i>• <i>Bi- weekly meetings with Administrative Team to share and analyze students' work to best practices and share effective instructional strategies to improve student outcomes</i>• <i>Teacher teams will meet on a consistent basis to collaboratively develop curriculum maps that will identify core content, educational activities, interventions, best practices and assessments . Administrators and teachers work together using the common core standards and results from unit assessments to identify gaps in student knowledge, trends and next steps. When necessary, adjustments to the curriculum maps are made to ensure that the needs of all students are being met</i>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> • <i>Bi- weekly meetings with Administrative Team to share and analyze students’ work to best practices and share effective instructional strategies to improve student outcomes</i> • <i>Teacher teams will meet on a consistent basis to collaboratively develop curriculum maps that will identify core content, educational activities, interventions, best practices and assessments . Administrators and teachers work together using the common core standards and results from unit assessments to identify gaps in student knowledge, trends and next steps. When necessary, adjustments to the curriculum maps are made to ensure that the needs of all students are being met</i> • <i>Monthly School Leadership Team Meetings</i>

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	107,191.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	956,683.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Park Place Community Middle School (PPCMS), in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PPCMS's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PPCMS will support parents and families of Title I students by:

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports, quarterly report cards
- Provide parents reasonable access to staff.
- Utilize an online grade book, Jupitergrades, which allow students and parents check their current grades, homework and academic progress online anytime
- Create school website
- During preparation periods teachers conduct- conferences, telephone calls
- School wide/Grade Meetings
- Monthly mailings
- Distribute quarterly newsletters
- Host Parent ARIS Link training for parents

- Jupitergrades Parent Training
- Parent Coordinator serve as Liaison
- Individual parent conferences upon request
- Meet Your Teacher- Curriculum Conferences
- Parent Workshops during the evening and during the school day
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Multicultural Feast, School Leadership Team, PTA, Volunteers-Lunch-Monitors, Chaperone, for trips and school social events, Open House, Career Day, Guest Speakers

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

feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PPCMS will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

Park Place Community Middle School 266

School-Parent Compact

Park Place Community Middle School , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will

share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal Glenda Esperance	Assistant Principal Brenda Lee
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Jennifer Denton
Teacher/Subject Area	Parent Tryshell Mark
Teacher/Subject Area Tracy Gregory Ellis/ ELA	Parent Coordinator Shanise Cardona
Related-Service Provider Cheena Mitchell/Speech	Borough Field Support Center Staff Member Bernadette Fitzgerald
Superintendent Barbara Freeman	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	130	Total number of ELLs	3	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	3	1	1	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	0	0	0	0	0	1	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	1	1	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	1	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	1	0	0	0	0	0	0	0	0
7	0	1	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Early literacy skills are assessed using the DRP diagnostic first and then running records. This assessment provides insights into reading comprehension weaknesses. The results are used to inform instructional practices regarding reading skill needs for all three grade levels. In addition, teacher-created assessments are implemented in order to identify the strengths and weaknesses of English Language Learners in the four language modalities (listening, speaking, reading, and writing) The assessments serve in aiding instruction by helping to develop instructional plans and creating teacher and student goals to meet the linguistic, cultural and educational needs of all ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on the results of the NYSITELL between the 2013-2014 and 2015-2016 school year. The data reveals that all of the students display weakness in reading and writing. Two out of the three ELL students received their best scores, in listening and speaking on the NYSESLAT. One students received very low scores for all four language modalities listening, speaking, reading, and writing. NYSITELL. Across all grade leevels, the data suggests that vocabulary acquisition is needed to assist the students in becoming more proficient in reading and writing. The data also reveals that with on going consistent acadmic support students will make greater strides from year to year on the NYSESLAT on all grade and proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Currently, the NYSESLAT data reveals the typical results of a second language learner in their first three years of language acquisition. The students are stronger in speaking and listening and need more support in reading and writing. The data suggests that vocabulary acquisition is needed to assist the students becoming more proficient in reading and writing. The data reveals that our students need to make greater strides from year to year in NYSESLAT on all grade and proficiency levels.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Across all grade levels, listening and speaking skills are areas of the strengths. We utilize resources from Continental publishing to help our students improve language acquisition and vocabulary development across all proficiency and grade levels. The entering, emerging and transitioning level students show increasing growth in listening and speaking skills in all content areas. They continue to need improvement in reading and writing skills. At this time the ELL periodic Assessments are not currently being used. We have one student who prefers to take his exams in his native home language. A recent assessment revealed that his reading comprehension skills are far below grade level.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

Differentiated instruction is used to ensure the students second language development is considered in every classroom.

Students demonstrating patterns of concern are identified and are provided with interventions (Wilson Language System, ELA and Math Content Support). Interventions are adjusted accordingly based on student needs and mastery.

Appropriate core instruction is delivered to all students in their regular class. Differentiated instruction is used to meet the wide range of student needs in conjunction with curriculum that is aligned to the state learning standards and grade-level performance indicators for all subjects. Instructional strategies that utilize a formative assessment process are incorporated in the instructional plan for ELLs.

It is important to identify students who are not making academic progress at expected rates. It is vital to review the students educational history/background in order to wholistically know the ELLs. Targeted instruction is provided to address the needs of individual students demonstrating sub-standard progress in any of the core areas of study and addressed during weekly intervention sessions. Students are assessed on an on going basis to monitor academic progress. Data derived from on-going formative and summative assessments, which include the following student work, observation logs, teacher made exams and periodic assessments are used to make informed decisions about changes to instruction. Some adjustments made this year include:

- Additional support in listening skills for newcomers, including increased use of technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

Through active monitoring, the ENL teacher and content teachers confer throughout the year to discuss the specific needs of ELLs in their content area classes. Based on those meetings, appropriate strategies are determined and implemented to help the students access the content. In addition, throughout the year the ELLs receive formal teacher-created assessments to track their progress in acquiring and strengthening their language skills in all four modalities. At the end of the year NYSESLAT score is compared to the NYSITELL and are analyzed to evaluate the success of each student. The school administration also uses this information to make informed classroom visits and reviews student scholarship data to support teachers in their instructional best practices.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Parents are given a Home Language Survey (HLIS) to identify the child's native language proficiency. The administration of HLIS includes an informal oral interview which must be completed with the assistance of a pedagogue in English and in the native language. A licensed teacher or the ESL teacher assists the parents in the administration of the HLIS. This survey lets us know what language the student uses at home. If HLIS indicates that the child uses another language more than English, an oral interview is conducted by the ESL teacher. (if the parent or student requires an interpreter during the interview, one can easily be provided immediately over the phone using the Translation and Interpreter Unit native language to further determine if the student requires administration of the NYSITELL, which would be administered by the ENL teacher. Performance on this test will determine and identify whether the child is an English Language Learner requiring English Language Development Services or is English Proficient. The

administration of the Spanish LAB for Spanish Speaking ELLs is completed by the LOTE teacher

Once the NYSITELL is scanned, the ESL Teacher notifies the parents of their child's entitlement status. The students are tested within ten days of enrollment for the NYSITELL. The ESL teacher plans an orientation for the parents of newly enrolled ELLs to inform them of the different ELL programs available during the parent orientation. Parents are invited in writing and via telephone and it is hosted by the ESL Teacher and/or Assistant Principal. The parents have the opportunity to collect materials about ELL programs in their home language and to ask questions with assistance from a translator if necessary. Parents also have the opportunity to watch an informational video and visit the ENL and General Education classrooms. The three programs - Transitional Bilingual, Dual language, and Freestanding ENL Programs for English Language Learners are explained to the parents in detail.

At the end of the orientation, the ENL teacher collects the Parent Survey and the Program Selection Form, where the parent indicates what program he/she is selecting for his/her child. All forms are collected at the end of the session. If the parent requires more time to make a decision the Parent Coordinator will follow up to ensure the return of the document.

The Freestanding ESL (Pull-out/Push-in model) Program will support the newly entitled student and enrollment is immediate. The parents of students who have been identified as English Language Learners are given an Entitlement Letter. The Entitlement Letter is provided to parents to inform them about the child's identification. All students who are enrolled in the ENL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English Language until they attain the Commanding level. At this time, students will no longer require mandated ESL services. However, they will be entitled to two years of support during this time of full transition into general education classes. To keep parents informed of their child's academic strengths and areas of development, we will provide meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. The Translation and Interpretation Unit and outside agencies are used by the school to best communicate with all parents as needed. We also utilize members of staff such as our parent coordinator and licensed teachers who are fluent in the following languages: French and Spanish to assist parents in their native languages:

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE students will initially be identified using a SIFE questionnaire, which will include the HLIS in order to identify whether or not a student has had any interruption in schooling, and an informal interview will be conducted with the parents. If the amount of interrupted learning amounts to at least two years, the student will be considered to be a SIFE. In order to officially determine a student as a SIFE, over the course of two weeks the student in question will meet with a LAP team member for one 45 minute period per day, and he/she will administer reading and writing tasks in the student's native language and in English from at least two grades below the student's current grade level. The student will perform tasks including read two to four short texts aloud and silently, copy them, and answer questions about the texts.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification process for ELLs entering with an IEP is as follows: First, it is necessary to confirm whether or not the student has an IEP as well as speak another language as determined by the Home Language Survey. Next, the language proficiency team (LPT) reviews how the student's language is developing and then decides if the student is eligible to take the NYSITELL. If the student is eligible to take the NYSITELL, he/she will complete the enrollment process as normal. Otherwise, for ineligible students, the LPT recommendation is sent to the principal for review. If the principal determines that the student should take the NYSITELL, he/she will complete the process as normal. If the principal determines that the student should not take the NYSITELL then that determination is sent to the superintendent or designee for review. The parent or guardian should be notified within three days. If the superintendent determines that the student should take the NYSITELL, he/she will complete the process as normal. If the superintendent or designee determines that the student should not take the NYSITELL, then the parent is notified and the process is discontinued.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The school ensures that new and continued entitlement letters are distributed to all mandated students in the beginning of the school year by the Assistant Principal, the ESL teacher and the parent-coordinator. Any necessary documents are sent out ahead of time to be translated in the parent's preferred language. The documents are sent to parents via email, postal mail, and backpack. The documents are secured and placed in a cumulative folder during each school year.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The Translation and Interpretation Unit is used to support parents language needs. Parents are notified via mail in their preferred language and they have the right to appeal ELL status within 45 days of his/her child's enrollment date.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The ESL teacher provides the parent orientation sessions upon entrance to the school and the HILS form is completed. The parents are brought in for an orientation with in the first week of their child being admitted into the school. The parents are shown the video from the EPIC materials describing the three program offers. The parents are told the programming that are school offers and are informed of next steps if they choose to opt into another program. Parents are constantly kept informed of students progress, school programs and workshops through translated materials in the home language as well as by the ESL teacher. Parent outreach is conducted by the parent coordinator, the assistant principal and ESL Teacher. Notices in the parents' native languages are available for the parent orientation sessions held during the school day and evening sessions.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
In order to ensure that all Parent Surveys and Program Selection forms are returned in a timely manner, we highly encourage parents of new entrants to New York City public schools to complete all forms at the time of enrollment, which is when the interview will also be conducted. This system is meant to avoid any delay in receiving both the Parent Survey and Program Selection forms. In the event that a parent is unable to complete all forms at the time of enrollment, he/she will be given a specific date to return the forms. If the forms are not returned by the specified date, the parent will be sent a reminder letter or notified however he/she prefers to be contacted, a week after the letter was initially issued. Parent letters are written in their preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL teacher will notify the parents if after one week they have not completed and returned their forms. If the forms are not returned after two weeks, the parent coordinator follows up with a letter as a second reminder to submit the forms. Surveys are collected and stored in the student's cumulative files and teacher binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
After it has been determined through the NYSITELL that a new student is an English Language Learner and eligible to receive English language services, the placement parent notification letters will be distributed by the ENL teacher within ten days of a new student's enrollment.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documents are kept in an ENL binder as well as original copies of documents for each student is kept in their cumulative folder.
11. 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.
Each year run an ATS report - RLER which provides the list of eligible students to take the NYSESLAT. The Testing Coordinator meets with the teachers and reviews procedures for test administration. Based on the test administration documents a schedule is created for the students to be tested. The four components (Speaking, Listening, Reading and Writing) of the exam are tested based on the structured schedule and timelines set for the assessment. The Testing Coordinator reviews testing protocols and procedures with the assigned staff to ensure testing is complete and accurate.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are distributed within the first month of the following school year via mail in the parents preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the parent survey over the past three years, all of the ELL parents requested that their child be placed in the Freestanding ENL program. We have An extremely small ELL population. On average, we have approximately 2% ELL students which equates to 2-3 students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

The goal of our ENL program is to foster full English proficiency in a supportive classroom environment. Instruction is delivered in both a Stand-Alone ENL model and Integrated ENL model of 50 minutes periods with small groups of no more than six students over two consecutive grade levels, who are also on the same language proficiency level. Students follow the same curriculum as monolingual students and the ENL teacher collaborates with the monolingual to share assessment data and next steps. This provides the students, preparation for transition to monolingual settings. During specified teaching periods the ELA and ENL teacher have collaborate. The ENL teacher will push-in as needed to fulfill each students required minutes as mandated by CR-Part 154 to provide support and scaffolds for the ENL students in their content area classes. In order to ensure that the mandated instructional period of time is provided according to proficiency levels, the ENL teacher is provided the data showing each student's NYSESLAT scores and corresponding mandated requirement of instructional time. The ENL teacher creates the ENL schedule collaboratively with school administrators to ensure compliance. Students at the following levels: Entering (formerly known as Beginning), Emerging (Low Intermediate), Transitioning (formerly known as Intermediate), and Expanding (formerly known as Advanced) receive 360, 360, 180, and 180 minutes respectively of ENL instruction which includes ENL instruction in Literacy and content areas per week. Students at the Commanding (formerly known as Proficient) level receive two 50 minute periods, totaling 100 minutes of ENL instruction per week. ENL instruction utilizes hands-on activities and use of graphic organizers in small groups. The Integrated Model provides mandates for students according to their proficiency levels/grades. The ENL teacher provides support in the integrated class using small group previewing lessons, strategies/methodologies using the four modalities. Content teacher and ENL teacher collaborate to make content instruction consistent and accessible.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The goal of our ENL program is to foster full English proficiency in a supportive classroom environment.

Instruction is delivered in both a Stand-Alone ENL model and Integrated ENL model of 50 minutes periods with small groups of no more than six students over two consecutive grade levels, who are also on the same language proficiency level. Students follow the same curriculum as monolingual students and the ENL teacher collaborates with the monolingual to share assessment data and next steps. This provides the students, preparation for transition to monolingual settings. During specified teaching periods the ELA and ENL teacher collaborate. The ENL teacher will push-in as needed to fulfill each students required minutes as mandated by CR-Part 154 to provide support and scaffolds for the ENL students in their content area classes. In order to ensure that the mandated instructional period of time is provided according to proficiency levels, the ENL teacher is provided the data showing each student's NYSESLAT scores and corresponding mandated requirement of instructional time. The ENL teacher creates the ENL schedule collaboratively with school administrators to ensure compliance. Students at the following levels: Entering (formerly known as Beginning), Emerging (Low Intermediate), Transitioning (formerly known as Intermediate), and Expanding (formerly known as Advanced) receive 360, 360, 180, and 180 minutes respectively of ENL instruction which includes ENL instruction in Literacy and content areas per week. Students at the Commanding (formerly known as Proficient) level receive two 50 minute periods, totaling 100 minutes of ENL instruction per week. ENL instruction utilizes hands-on activities and use of graphic organizers in small groups. The Integrated Model provides mandates for students according to their proficiency levels/grades. The ENL teacher provides support in the integrated class using small group previewing lessons, strategies/methodologies using the four modalities. Content teacher and ENL teacher collaborate to make content instruction consistent and accessible.

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

The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and to enrich language development, MS 266 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented, and students are knowledgeable about the writing process. Students maintain a writing journal.

Furthermore, scaffolding is an essential part of the instructional delivery, such as Modeling, Graphic Organizers,

Bridging/Building Background Knowledge, Schema Building, Contextualization, Text Representation and Metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered, as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language. In order to maximize language acquisition for ELLs, the ENL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of the ELLs. The ESL teacher also assists in the acquisition of language using the supporting materials (Continental books) on to assist the ESL students in achieving success in the Common Core Curriculum. Students use dictionaries and glossaries to support vocabulary development activities. Classroom libraries which celebrate the multilingual and multicultural students in our program are available in the ESL class.

The ESL teacher uses the DOK and patterns the questions aligned common core learning standards.

Students receive content area instruction from monolingual teachers who incorporate ESL strategies throughout the day. All students participate in hands-on experiments and projects, cooperative group work, and visuals to support learning and make the content comprehensible and enrich language development. ELL students receive two periods of ELA Academic Intervention Services per week and are encouraged to participate in our afterschool and Saturday school programs. Our plan includes individual plans to facilitate the growth of students in the modalities that they must master in order to attain 'Proficient' level on the NYSESLAT and then transition into a monolingual program. Teachers consistently analyze the data to address the academic needs of these students and provide differentiated instruction to support growth in academic vocabulary and written language. In addition, teachers focus on developing higher order thinking skills to enhance their reading comprehension skills.

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

Instructional resources such as workbooks, glossaries and software is being purchased in students native language

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

Across all content areas, the curriculum has been designed to include the four modalities of English acquisition- Listening, Speaking, Reading and Writing. As units are created the students practice speaking and listening in whole and small group. The students practice reading and writing daily. Instruction is aligned to the Common Core Learning Standards to ensure the students are experiencing academic rigor. Formative Assessments are teacher made and based on NYS exams (ELA, math, science, and NYSESLAT) The frequency of assessments (reading, writing, speaking, and listening) occur quarterly (September, December, March, June). The ENL and the literacy teachers will analyze the ELLs' data to become well-informed about the performance of each ELL in order to make informed educational decisions. The data will be used to identify students' strengths and weaknesses. The findings will also be utilized to provide differentiated instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiation throughout the ELL program is done through a varied content of assignments and reading materials. Students are given different text covering the same topic as well as varied leveled assignments. All students focus on learning academic vocabulary, reading and comprehension skills, listening, reading and writing with understanding, and facts and details.

Regarding the SIFE population, there is an urgency to provide academic intervention services as an extension to the regular school program on both push-in and pull-out services. The following interventions are also implemented:

--Making an individualized student needs assessment.

--Grade and age appropriate instructional support materials.

--Differentiation of instruction in all areas to help students achieve their IEP goals (when applicable), in addition to meeting State learning standards as it relates to the NYS Common Core Standards.

- increased intergration of technology.

The school provides the following resources to facilitate the transition of Newcomers:

--An orientation session for incoming new students.

--A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.

--Utilization of the American Reading Company Program.

--Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs,

and the American Reading Company Program.

increased intergration of technology.

The instructional plan implemented for ELLs receiving service 4 to 6 years is one that will allow them to demonstrate growth in the

acquisition of the second language and, make annual progress in their state ELA and math exams, and achieve academically in

all

their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language

needs of the ELLs are taken into consideration. Some aspects of this policy include:

--ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

--Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of

the problems they work on.

--Humanities teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Although we do not currently have any long-term ELLs (those ELLs having completed 6 years of ESL), the plan for them is to analyze

their NYSESLSAT scores, as well as those of their ELA and Math assessments, to identify their problem areas. Past analysis has revealed a deficiency in both reading and writing. Our action plan for this subgroup involves:

--Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

--An individualized intervention plan based on students' areas of weakness is implemented in addition to students' assisting early morning intervention and afterschool programs

Newcomers will receive intervention and progress monitoring to review intervention needs. The instruction will focus on vocabulary development as well as comprehension, and writing skills. The focus is on demonstrating opinions and analysis of text. It is important improve fluency and vocabulary knowledge.

Former ELLs are provided with the support of testing accommodations for two years after testing as proficient. They continue to receive intervention support as needed twice weekly along with their mandated peers in Math/ELA.

In order to help students make academic progress, we utilize the following practices:

- Collaborative planning between ENL and ELA teachers

- Assisting students during work periods, conferencing with students in and out of class, Informal Assessments, and Running Records.

- Additional small group intervention sessions for each grade prior to all state assessments, to focus on literacy and academic language.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Parents, students (over 18) may request a re-identification process/review within 45 days of enrollment. The appeal process starts at the school level and documentation and test results are gathered on the student. It is submitted with the principal's signature to the superintendent for review and a decision. The decision by the superintendent is made and the student receives mandated services and entitlement letter or no services and a non-entitlement letter. In the interim, the student is awaiting a decision and takes part in advisory, which is a community building class which takes place daily. Students will receive academic support with a specific curriculum in both ELA and Mathematics- New York Ready by a licensed content area teacher at least 3 times a week. Teachers will be responsible for bringing students to standards based on assessed needs.

8. 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?

Teachers use various strategies and grade level materials to teach ELLs and accelerate their English development. Think-Pair-Share, small group instruction, Stand-Alone services, and individual work with teachers. Continental Press materials include Vocabulary Links (for vocabulary development), Phonics and Word Study materials which are both age and proficiency level appropriate. They materials are geared to vocabulary development and phonics word study for the beginner. New York ELLs by Continental provides support in language acquisition in the four modalities with lessons on storytelling/using dialogue for listening and speaking and informational/literacy texts for reading. The writing component includes essay writing (descriptive, argument and informational fact based), short responses. Differentiation is used for each subgroup, SIFE, Long Term ELLs (LTE), Newcomers strategies are also used to provide individualized instruction and support the academic levels of the students. A variety of D.I. activities provide for various ways students can indicate learning and skill mastery. The ELLs-SWDs are supported by the ENL teacher and are provided with mandated minutes as beginners (360 minutes), intermediate (360) and advanced (180 minutes). Software technology is used to supplement phonics, reading comprehension, and sequencing. These materials support student understanding of academic language and language acquisition by helping students decode and

Chart

analyze texts and write about sequence of events in a story. They are supported in content area instruction for during the Stand Alone ENL and in the Integrated ENL classes which give them the least restrictive environment.

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

Students are also assisted during work periods and conference with their teachers in and out of class. We have created skills based AI classes on each grade level to assist ELL- SWD's in achieving their IEP goals. We have schedule these classes to take place at times that do not compete with their major subject areas. Flexible programming is used to provide for maximum time spent with non disabled peers. Our goal is to place ELL-SWD students in within the least restrictive environment. The criteria for placement is guided by the SOPM and flexible programming mandates for students with disabilities. The Special Education Team compiles information on students for review in order to provide evidence to place students in a setting that best meets their needs. Student attendance, behavioral needs, academic and socio- emotional needs are all taken into account prior to making a decision. The parents are included in the decision process as well.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
Chart					
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.



*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
	100%	[Bar chart showing 100% support]			
75%	[Bar chart showing 75% support]				
50%	[Bar chart showing 50% support]				
25%	[Bar chart showing 25% support]				
	Dual Language				
	100%	[Bar chart showing 100% support]			
75%	[Bar chart showing 75% support]				
50%	[Bar chart showing 50% support]				
25%	[Bar chart showing 25% support]				
	Freestanding ENL				
	100%	[Bar chart showing 100% support]			
75%	[Bar chart showing 75% support]				
50%	[Bar chart showing 50% support]				
25%	[Bar chart showing 25% support]				
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The school has various support services for the parents/guardians of ELLs. These include services provided by the Guidance Counselor, Social Worker, Parent Coordinator, School Psychologist, Speech Teacher, SETSS teacher, Nurse, and a Bilingual Paraprofessional. All ELLs are afforded equal access to all school programs such as AIS, after-school programs, and extra-curricular activities.
- After School Support/ Targeted Instruction (ELA/Math)- offered in English - All ELLs
Small Group Instruction - Intervention Class for ELA and Math twice Weekly Offered in English - All ELLs
Homework Help - weekly math/ELA/science/humanities support offered in English- All ELL's
Saturday Academy- weekly in math and literacy- English - All ELL'S
The science program is more hands on and provides for an increased amount of exploration activities which can be extended beyond the classroom.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL Freestanding Push- In and Pull-Out approach has yielded great results in prior years. Both teachers and students stated having both small group instruction and classroom support was quite beneficial and felt more inclusive. The school community is working hard to support our ELLs. Although we have a small population. We have discovered that many of the instructional strategies used with ELL'S can be applied to our general education students who struggle with literacy. Our ELA Peer Instructional coach shares best practices to enhance the acquisition of language skills and vocabulary development in the general education classrooms with the ENL and content area teachers. We monitor the success of our program through teacher observation, informal testing and formative state exams. We use this information to make adjustments and shifts to improve the current ESL program. The NYS ELA, Math and Science exams as well as the NYSESLAT are used to evaluate the needs of the ELLs in the school. Although we did not have any ELLs last year, in both June 2013 and 2014 our students made gains and there was evidence of student academic growth in all four modalities. There is still a need for more improvement in reading and writing in the content areas. .
12. What new programs or improvements will be considered for the upcoming school year?
- We are in the process of ordering age and grade appropriate ESL instructional materials and NYSESLAT preparation texts. We will be setting up a computer center and a listening center in major subject classes for ELLs to access both visual and audio support.
13. What programs/services for ELLs will be discontinued and why?
- The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ScanTron, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:
- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
 - Additional support in listening and speaking for beginner students.
 - Additional support in reading and writing for intermediate and advanced students.
 - Small group ESL classes to target language modalities according to their needs
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs and academic and extracurricular services in the building. Homework Help, Test Prep- Saturday Academy, Enrichment Afterschool- soccer, fencing, basketball, SETSS, AIS , and Musical Band. We also have a STEM after school program motivates students that are interested in science careers. ELL's have equal access to our afterschool program, Artsconnection. the program is held M-f and Saturdays. Students are emersed in a varity of art diciplines such as vocal, visual, music, drama, spoken word and media arts. Since the program is funded by DYCD, students also participate in leadership, citizenship and character building activities. ELLs are invited to participate and the parent coordinator/language access coordinator sends letters to parents in their preferred language. Also the ENL teacher encourages students to participate in the various
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- lpads, Laptop Carts, Smartboards, language specific dictionaries, calculators, English and Math software programs, translated textbooks, translated articles) These materials are used to support the ESL and general education teachers in all content areas to support all of the ELL subgroups. The native language materials are increasing and the ESL teacher has a variety of materials in the pull out classroom (Continental, Curriculum Associates and translated articles and materials are used).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Some classroom teachers can scaffold native language support in Spanish. Parents are supportive in working with the school for the small population of Arabic students (materials, books and cultural events). Teachers bring in materials which are culturally relevant to students to enhance their knowledge and promote a positive learning environment. it is imperative that teachers get to know

students and for building relationships and trust with families. Technology is used to deliver native language support (internet, programs and google translate).

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ELLs are primarily adolescents that come to the school community with a variety of needs. The guidance counselor, and teachers work collaboratively to provide social emotional supports for grades 6 - 8. The Brooklyn North Borough Field Support Center has a wealth of resources for parents and ELLs which are provided by Youth Development. Resources in all areas of student development are provided to the parent coordinator and guidance counselor to aid in supplying the social emotional needs of the students. Related service providers are available to provide guidance in the areas of speech and language and social work in order to aid parents and students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

The school provides the following resources to facilitate the transition of Newcomers:

--An orientation session for incoming new students.- ENL Teacher and Parent coordinator

--A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.- Guidance and Advisory Teacher

--Utilization of the American Reading Company Program- Literacy Team.

--Encourage students to participate in Academic Intervention programs such as AIS, afterschool programs, peer tutoring programs, and the American Reading Company Program.- Advisory Teacher and Literacy Team

19. What language electives are offered to ELLs?

In addition, at MS 266, the language electives offered to ELLs are foreign language instruction in Spanish and French classes. They also have the chance to select from the following choices: band, chess, music production, graphic design, community service, debate, study hall and beginning technology.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher has received professional development from the Brooklyn North Borough Field Support Center. Content are teachers at MS 266 are provided with a variety of monthly workshops and sessions on topics of need and interest. Focus sessions are held on Classroom Management, Differentiated Instruction UDL, ESL teaching methodologies and strategies, Data Binders, ARIS, the school's Online Grade book, Collaborative Team Teaching, and using SMART boards
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF -

Outside PD support and reading support from MSQI- Monthly- Social Studies, ELA and Science Teachers

Understanding the needs of the ELLs - Social/Emotional and Academic Needs of Parents/Students- Guidance

Scaffolding strategies for ELL's- November 2015 - visual/audio support for ELLs

Myon Reading Program Implementation- November 2015

Wilson Reading Program- October/November 2016

Special Education Best Practices- Monthly Special Education Teacher

Title II Math Program Differentiated Instruction- monthly- Math Teachers

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members are given an orientation by the ENL teacher as to how to best help ELLs to transition in to middle school and high school. For example, to help them transition into middle school, content area teachers are given tips as to how to appropriately provide scaffolds for class assignments and projects, such as breaking up an assignment into manageable parts. Whereas for transitioning into high school students are provided with the skills necessary and are encouraged to take notes quickly and to jot down questions, in either English or their native language to ensure that their questions are answered. Also content area teachers are provided with Continental Press English workbooks to give our ELLs for additional English support in the classroom, which may be used for independent practice, as necessary. Brooklyn North Borough Field Support Center has assigned staff to support the Guidance Counselor with professional development needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The professional development requirements for all teachers are met by providing hourly professional learning opportunities. Teachers are also given opportunities to attend professional development sessions both in and outside of the school building. Records are kept for professional development activities (agendas/attendance sheets)

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At our school, we value and support parental involvement, especially related to the parents of ELL students. During Parent Teacher conferences and Orientation meeting for new ELL's invitation letters are sent in native languages and agenda of the meeting is also prepared in native languages. Programs for the ELL's form an item of discussion in the agenda for the meetings. Bilingual teachers translate at the meetings. LAP Team members and bilingual teachers also provide help in understanding the structure of LAB-R testing, NYSESLAT, and NYS Intermediate Level School Testing in ELA, Math, and Science. Translation and Interpretation Services are provided by the Translation and Interpretation Unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, whenever possible. In the past our staff of bilingual teachers have facilitated workshops. The served as liasons between the school and outside agencies. At this time we are actively looking to secure an outside CBO to help us provide services to ELL parents.

5. How do you evaluate the needs of the parents?

Parent Coordinator Survey that is derived from the learning environment survey. We also obtain information through various conversations with parents during various Orientation Conferences and town hall meetings held by the Parent Coordinator. .

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities are created based on a needs assessment. Parental involvement activities address the needs of parents by giving them opportunities to meet with other parents of ELLs to help build a stronger and more supportive ELL community. Our ELL families are invited to all school events, our ELL information sessions, and to visit our ESL Program. The activities noted address the parents needs as evidenced by the positive feedback received by staff and the participation at the events. The activities incorporate interactions with all parents and the school community in both educational and recreational events. Our parent coordinator and guidance team supports increasing ELL parent engagement and access to resources for the school.

D. Additional Information

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

Part VI: LAP Assurances

School Name: **Park Place Community**

School DBN: **13K266**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Glenda Esperance	Principal		12/4/15
Brenda Lee	Assistant Principal		12/4/15
Shanise Cardona	Parent Coordinator		12/4/15
Cecilia Ouedraogo	ENL/Bilingual Teacher		12/4/15
Trysell Mark	Parent		12/4/15
Adesuwa Ohunwu/ Sp. Ed	Teacher/Subject Area		12/4/15
Tracy Ellis / General Ed Teac	Teacher/Subject Area		12/4/15
	Coach		
	Coach		
Jennifer Denton	School Counselor		12/4/15
Barbara Freeman	Superintendent		
Bernadette Fitzgerald	Borough Field Support Center Staff Member		
Cheena Mitchell	Other <u>Related Services</u>		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13k266** School Name: **Park Place Community Middle School**
Superintendent: **Barbara Freeman**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To assess our school's written translation and oral interpretation needs, we generate a home language report from ATS to take a tally of the various languages spoken at home by our students. We also distribute an in-house school survey created by the parent coordinator. We then cross reference the information from both data sources and the blue cards that are submitted by our families. We use all this information to provide support to our parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

To address the various needs of our parents, we have taken several actions to ensure parents stay informed. We created a school website that can be translated in 50 languages. We use an online grade system that can be translated into Spanish. We have a robo dialer that can be translated into both Spanish and French. We use a parent outreach software called "Remind." This software allows parents to receive school messages in their preferred language and they are given a choice of 10 languages. We also utilize the resources and form letters found on schools.nyc.gov and the principal's portal. Finally, we reach out to outside vendors when necessary to translate documents that are only available in English.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We host meetings throughout the school year. Parent Conferences take place in September, November, March and May. We also host monthly parent meetings. We have several bilingual staff members- parent coordinator, social worker and humanities teacher speaks Spanish, our foreign language teacher speaks both French and Spanish, principal - Haitian/French Creole and Music teacher- French / Polish. Our parents and students of Arabic descent volunteer to assist us as oral translators. We also reach out to other schools for assistance with obtaining interpreters for languages we cannot address on our own.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our goal is to prepare in advance for our parent meetings. We try to allocate enough time to have the materials being distributed to the school community translated into parent's preferred language. We also utilize resources such as our school website, Jupytergrades, dialer and "Remind" software. We inform parents of the benefits of these resources. We encourage them to choose their preferred language in a timely fashion with click of a button. We also use the resources available to us through the Department of Education, outside vendors and our in-house staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We will utilize resources such as our school website, jupytergrades, dialer and "remind" software to ensure parents have the freedom to choose their preferred language in a timely fashion with click of a button. We also use the resources available to us through the Department of Education, outside vendors and our in-house staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Parent Coordinator and Language Access point facilitates an annual Professional Development session around Language Translation and Interpretation. During this session our facilitators review interpretation protocols with staff. Teachers are then encouraged to review the resources available to them on the DOE website and to ask the parent coordinator and Language access for assistance throughout the year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator distributes evaluation surveys at the end of each parent meeting. This information is used to evaluate and tailor our practices.

