



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**19K292**

**School Name:**

**J.H.S. 292 MARGARET S. DOUGLAS**

**Principal:**

**EVELYN MAXFIELD**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Margaret S. Douglas School Number (DBN): 19K292  
Grades Served: 6, 7, 8  
School Address: 301 Vermont Street, Brooklyn NY, 11207  
Phone Number: 718-498-6560 Fax: \_\_\_\_\_  
School Contact Person: Evelyn Maxfield Email Address: Emaxfield@schools.nyc.gov  
Principal: Evelyn Maxfield I.A.  
UFT Chapter Leader: Chaitram Aklu  
Parents' Association President: Rashid Smith  
SLT Chairperson: Evelyn Maxfield  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Bernadette Fitzgerald  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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)
Evelyn Maxfield	*Principal or Designee	
Chaitram Aklu	*UFT Chapter Leader or Designee	
Rashid Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	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	
Leticia Smith	Member/	
Sylvia Joseph	Member/	
Sharon Montrose	Member/	
Cecelia Harris	Member/	
Goldie Baldwin	Member/	
Janet Collins	Member/	

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

Margaret S. Douglas, JHS 292 is home to 630 students in the sixth, seventh, and eighth grades. In order to provide exceptional educational opportunities that service our students, members of the administration and staff work collaboratively to develop curriculum and lesson plans to target their needs by class, in groups and individually.

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

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

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

Continuing the spirit of excellence, we have a Specialized High School program that gives students the opportunity to attend schools with the academic rigor that will prepare them to compete in an international market. For the 2014-2015 school year, we had 13 students who were accepted into Specialized High schools such as Brooklyn Technical High School and Stuyvesant High School. We also host the Chancellor's DREAM SHSI Program, which prepares students from Districts 18, 19 and 23, for the Specialized High School Exam. At the same time, JHS 292 provides our own Specialized High School Institute to prepare our students for the exam starting from the 7<sup>th</sup> grade. Additionally, our eighth grade students have taken the Regents High School examinations in Algebra 1, Living Environment and US History and Government, and have achieved a 99% pass rate.

In order to educate the whole child, we offer courses in performing arts. Courses are available in technology, robotics, photography, graphic design, martial arts, visual arts, fitness, and chess. Modern Dance, Robotics and drumming are available in our after school program.

Building partnerships with corporate America and Community Based Organizations is a continuous process. 21<sup>st</sup> Century has partnered with us to provide our students with a blend of academics and the arts in our after-school

program. They work with all stakeholders by providing leadership skills such as financial literacy, to students during the day and professional development to our teachers through the Center for Integrated Teacher Education. (CITE)

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

## 19K292 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	693	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	11	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	6	# Drama	N/A
# Foreign Language	N/A	# Dance	6	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.6%	% Attendance Rate			90.9%
% Free Lunch	86.9%	% Reduced Lunch			4.8%
% Limited English Proficient	7.2%	% Students with Disabilities			17.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			57.6%
% Hispanic or Latino	31.4%	% Asian or Native Hawaiian/Pacific Islander			9.5%
% White	0.7%	% Multi-Racial			0.1%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	N/A	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			19.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			9.24
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.0%	Mathematics Performance at levels 3 & 4			23.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
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			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>An analysis of New York State exam results from 2014-2015 revealed that the percentage of students who were proficient decreased from 21% to 20%, a total of 1% in English Language Arts (ELA); and remained the same for Math at 18%. Our strengths throughout the year included Professional Development on rigorous instruction such as questioning and discussion techniques; assessment in instruction; student engagement; and Data Driven instruction. Our collaborative teacher teams uses the inquiry approach to look at student work, and analyzes data such as New York State Exams, MOSL Performance assessments; i-ready, and classroom observations to inform instruction.</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>
<p>By June 2016, 100% of classroom teachers will facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards in all grades and content areas, with a focus on data driven instruction, to prepare students for college and career readiness as evidenced in lesson plans and documented in ADVANCE.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Professional Development on Danielson Framework For Teaching - questioning and discussion techniques; assessment in instruction; and student engagement.</p> <p>Data driven instruction</p>	<p>Teachers</p>	<p>9/2015-6/2016</p>	<p>Administrators, teachers, coaches, CITE. 21<sup>st</sup> Century</p>

Collaborative teacher team meetings – looking at student work; formative and summative assessments; STEM; thematic units			
Curriculum which includes modifications for ELL, students with disabilities and students with a Level 1 Proficiency in ELA and Math. Professional Development on Danielson Framework for Teaching - questioning and discussion techniques; assessment in instruction; explicit instruction, student engagement and differentiated instruction. Workshops that support parents understanding of, and participation in instructional initiatives and social/emotional growth such as Parent orientations; Skedula workshops; managing conflict and behavior.	Teachers	9/2015- 6/2016	Administrators, teachers, parent coordinator, guidance counselors, 21 <sup>st</sup> Century, PTA
Respect for all Presentations, Teacher Team meetings, Professional Development ; School Leadership Team  Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee and include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective	Teachers, students parents	9/2015- 6/2016	

**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.

This action plan requires the leadership of the Principal, Assistant Principals, and lead teachers. The Principal and Assistant Principals provide support through observations and quality feedback as per the Danielson Framework for Teaching. Lead teachers provide high quality support through teacher team meetings and classroom inter-visitation.

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> 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.

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**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 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**

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

- 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.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
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.	E
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.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this 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.

According to the Learning Environment Survey, 81% of our students feel safe in the school. JHS 292 has taken steps to provide Professional Development in cultural awareness and the impact it has on student progress. Respect for all sessions has been implemented through guidance counselors to give students a chance to address their concerns freely without fear of repercussion from staff or other students.

**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 all staff members will ‘adopt-a-child’ and, through constant communication with the student, track their progress, articulate with appropriate staff when the student needs support, and conduct regular check-ins with the student and family. This will be measured by improvements in results in the student surveys on safety in the LES.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional Development on cultural awareness and the impact it has on student progress</p> <p>Monthly safety meetings</p> <p>Student council meetings</p> <p>Student groups such as Ambi-Sisters and Scholars On the Rise.</p>	<p>Teachers staff</p>	<p>9/15-6/16</p>	<p>21<sup>st</sup> Century, Good Shepherd Services</p>
<p>Parent-Teacher conferences; Weekly parent outreach</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>Administrators, Teachers, Guidance counselors</p>

sessions; Targeted guidance sessions; Skedula – Pupil path			
Differentiated guidance sessions; Respect for all guidance sessions	Teachers, students	9/15-6/16	Guidance Counselors, parent coordinator
Trust is built through the continual collaboration and inclusion of all stakeholders. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective. Overcoming obstacles; Leadership Development; group counseling and mediations support the trust that has already been established.	Students, Parents, teachers	9/15-6/16	Deans, 21 <sup>st</sup> Century, Good Shepherd Services, guidance counselors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This action plan requires the leadership of the Principal, Assistant Principals, school safety agents, guidance counselors and teachers. All stakeholders will work together to provide a nurturing and safe environment all students and staff through ongoing collaboration, Safety meetings; Pupil Personnel Team meetings; Crisis Team meetings and Attendance meetings with parents.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.										
<b>Part 5b.</b> In <b>February 2016</b> , 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 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**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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.	E
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.	E
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
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
For the 2014-2015 school year, only 20% of English Language Arts (ELA) and 18% of Math students met standards on the New York State Exams. JHS 292 ensures that teachers meet on a weekly basis to analyze data (student work) and develop strategies and classroom practices that will inform instruction in each content area.		

**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–Collaborative Teachers. 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.
By June, 2016 teacher teams will have met weekly to conduct student inquiry and refine classroom practices resulting in improvements in student work and demonstrated by agendas, sign-ins, and significant improvement in student work products.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Professional Development that focuses on Data Driven Instruction using I-Ready Diagnostics, classroom observations, content area and grade level teacher teams</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Administrators, Teachers, CITE</p>
<p>ESL pull-out and push-in models; I-Ready assessments and instruction; IXL Math interventions</p>	<p>Students</p>	<p>9/15-6/16</p>	<p>Teachers</p>
<p>Parent-Teacher conferences; Weekly parent outreach sessions; Targeted</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>Parents, teachers, administrators</p>

guidance sessions; Skedula – Pupil path			
Overcoming obstacles; Leadership Development; group counseling and mediations. Trust is built through the continual collaboration and inclusion of all stakeholders.. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective	Students, Parents, teachers	9/15-6/16	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This action plan requires the leadership of the Principal, Assistant Principals, school safety agents, guidance counselors and teachers. All stakeholders will work together to provide a nurturing and safe environment all students and staff through ongoing collaboration, Safety meetings; Pupil Personnel Team meetings; Crisis Team meetings and Attendance meetings with parents.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<b>Part 5b.</b> In <b>February 2016</b> , 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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
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).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
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.	E
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).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<p>For the 2015-2016 school year, JHS 292 will continue to work toward our vision by preparing for increased collaboration and interdisciplinary planning. While the professional development sessions are helpful and informative and have helped familiarize teachers with practices and ideas to move their students to higher performance levels, teachers will collaborate each week in sessions that are needs based/data driven, content specific, and differentiated.</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–Effective School Leadership. 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>
<p>By June, 2016, school leaders will plan and provide all teachers with professional learning that meets the needs of teachers' specific areas for growth as measured by observation feedback and improvements in ADVANCE.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will be provided with whole group or content area Professional Development on questioning and discussion techniques; assessment in instruction; student engagement and data driven instruction. Teachers will continue to meet in collaborative teacher teams and analyze student work to identify strengths and weaknesses in order to inform instruction</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Administrators, Teachers</p>
<p>Teachers will be provided with whole group or content</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Administrators, Teachers</p>

<p>area Professional Development on questioning and discussion techniques; assessment in instruction; student engagement and data driven instruction. Teachers will continue to meet in collaborative teacher teams and analyze student work to identify strengths and weaknesses in order to inform instruction. Special Education and ESL teachers will continue to meet during common prep periods and discuss best practices for their students based on current student work.</p>			
<p>Workshops that support parents understanding of, and participation in instructional initiatives and social/emotional growth such as Parent orientations; Skedula workshop; Managing conflict and behavior</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>Parents, Administrators, Teachers</p>
<p>Collaborative Teacher Team Meetings, Looking at student work, Professional Development – Data Driven Instruction</p> <p>The Professional Learning Committee will meet to support planning and decision-making. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone’s perspective</p>	<p>Teachers</p>	<p>9/15-6/16</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.

This action plan requires the leadership of the principal, assistant principals, and lead teachers who will guide teachers, observe, give feedback, and plan high quality support

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

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> 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.

**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><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
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><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>JHS 292 creates a welcoming environment for families and the community as a whole by engaging in various activities. For instance, during our parent orientation, we not only inform parents of our rigorous curriculum; we also engage them in several performances from the performing arts department. Our literacy fair, which displays student work across the content areas, is open to the community. Additionally, our PTA and parent coordinator, work together to provide various workshops for our parents and the community. Additional workshops on the Common Core Learning Standards, and providing students with additional assistance at home, would be beneficial to the parents also.</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–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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p>By June 2016, the school will increase parent engagement and involvement by 5% and provide parents with the information and training needed to become involved in the planning and decision making in support of the education of their children, as evidenced by attendance at parent events and trainings.</p>
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**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Parent workshops that support parents' understanding of, and participation in, instructional initiatives and social/emotional growth such as Parent orientations; Skedula workshop; Managing conflict and behavior</p>	<p>Parents, students, members of the community</p>	<p>9/15-6/16</p>	<p>Administrators, teachers, parent coordinator, Guidance counselors, 21<sup>st</sup> Century, PTA</p>
<p>Our performing arts program allows parents to see their children, including students with disabilities</p>	<p>Parents, students, members of the community</p>	<p>9/15-6/16</p>	<p>Administrators, teachers, parent coordinator, Guidance counselors, 21<sup>st</sup> Century, PTA</p>

and English language learners gain confidence and develop self-esteem through the arts.			
Our Literacy fair and the Curriculum fair will increase parent involvement in their children's education, and they are open to the community as well.	Parents, students, members of the community	9/15-6/16	Administrators, teachers, parent coordinator, Guidance counselors, 21 <sup>st</sup>
Trust is built through the continual collaboration and inclusion of all stakeholders. We have implemented a professional learning committee and include key staff in our leadership planning meetings. We have an open-door policy for all staff and families that allows for reciprocal communication, problem-solving, and respect for everyone's perspective.	Parents, students, members of the community	9/15-6/16	Administrators, teachers, parent coordinator, Guidance counselors, 21 <sup>st</sup>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
This action plan requires the leadership of the principal, assistant principals, parent coordinator, PTA and CBO who will work together to plan and implement robust parent involvement opportunities.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

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

**Section 7: Title I Program Information**

**Directions:**

- 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All staff participates in teacher team meetings in their content area and across the grades. These meetings focus on analyzing student work to inform instruction based on their needs. Teachers conduct professional development sessions, which include Professional Development outside of the school which they turn- key to their colleagues. Every year staff work together to create interdisciplinary units and modify curriculum to meet the needs of all students

**2b. High Quality and Ongoing Professional Development**

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

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	633,510.00		
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	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,875,320.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

<sup>2</sup>The **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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

#### **School-Parent Compact (SPC) Template**

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Margaret S. Douglas</u>	DBN: <u>19K292</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:                     This Instructional Program will address the needs of all English Language Learners that are currently in grades 6, 7 & 8. The program will include small group instruction with a teacher to student ratio of 1:20. Students are given permission slips in English and their native language, which their parents complete and return.

The After-School program will begin in November and end in March. It will be held twice a week from 2:50PM to 4:20PM and will run for a total of 21weeks. The program will consist of two teachers, one certified ESL teacher (E. Yusupov), and one content area teacher (F.Moore). Classes will take place after school on Wednesdays and Thursdays. During these sessions students will be instructed in English. Throughout each session students will be working on different reading and writing strategies to become commanding in the English language. Additionally, activities will be geared towards language development to assist students in making progress towards reaching English language proficiency on the NYSESLAT as well as, meeting the NY State assessments for graduation. Instruction will be differentiated to meet the needs of ELL students that are at the entering, emerging, transitioning and expanding proficiency levels. According to the data collected on the RLAT we noticed that there are many students at the Entering and Emerging levels due to this fact we decided to target these students.

A diagnostic test is administered to determine the students' strengths and weaknesses and they will be exposed to skill-based instruction in reading and writing based on their weaknesses. As per results on the NYSESLAT it seems as though our English Language Learners tend to struggle in the reading and writing subtests. Due to this fact, we will create activities for our ELLs that are geared towards reading and writing to gain proficiency on the NYSESLAT. This year our ELLs will have access to the MYON reading program, which, is an on-line resource. However, the primary materials that will be used throughout the program are Finish Line New York ELLs: Bilingual Common Core (for 2016 NYSESLAT) and Vocabulary Links for English Language Development.

## Part C: Professional Development

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

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

Begin description here:                     Professional Development is provided for all ESL service providers and content area teachers. Topics include current research and materials, best practices, ELL data review and ESL/ELA standards, core curriculum and ESL prototype to support a balanced literacy approach. Teacher team meetings address teaching strategies and student specific questions and concerns. Professional Development meetings take place monthly while school based teacher team meetings are arranged once per week and is based on data driven instruction. Built-in, weekly, grade-specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps. Teachers will assess ELL student progress in all content areas during professional development periods.

Ninety minutes of Professional Development per week is built into the ESL teacher's schedule. Our

### Part C: Professional Development

licensed ESL teacher (E.Yusupov) will be providing at least three (90 minute) workshop sessions to all content area teachers that work with ELLs on a daily basis.

Professional Development topics include, but are not limited to:

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

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

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: It is imperative that parents of ELLs are thoughtfully involved in the education of their children. In order to enable parents to provide academic support to their children, they are afforded the opportunity to participate in GED classes, Open School night, PTA meetings, and Performing Arts activities which are open to all students and parents. The school partners with the YWCA, PTA and the CAPP program who offers workshops once a month for topics such as, Resume Writing, Signs of Bullying, and Healthy Food Choices, etc. Our school staff and the Translation and Interpretation Unit provide translation services for our Non- English speaking parents. Additionally, IS 292 hosts a Parent Leadership Workshops once a month, for about two hours long, from 6:00 pm to 8:00 pm, that consist of: Family Fun Night!, Choices Fit for Life, Acceptance and Responsibility, Embracing Differences, Holiday Celebration, Arts & Crafts, etc. Attending these workshops is our licensed ESL teacher, Parent coordinator, and a certified teacher that assist with translation/interpretation for our ELL parents.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$6,720- Professional Salaries and Per Session Programs</u>	<u>\$6,720 - Per Session Programs</u> <u>\$53 x 2 x 3 x21</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>	<u>\$2,240</u>	<u>\$1,120 - Curriculum</u> <u>\$1,120 - Parent Involvement</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$2,240</u>	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$11,200</u></b>	_____

**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 <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>292</b>
School Name <b>Margaret S. Douglas</b>		

### 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 <b>Evelyn Maxfield</b>	Assistant Principal <b>Olga Stewart-Nelson</b>
Coach <b>K. Larco</b>	Coach <b>T. Mitchell</b>
ENL (English as a New Language)/Bilingual Teacher <b>E. Yusupov</b>	School Counselor <b>F. Obimbah</b>
Teacher/Subject Area <b>F. Moore/ELA</b>	Parent <b>S. Joseph</b>
Teacher/Subject Area <b>Y. Alleyne/ELA</b>	Parent Coordinator <b>J. Jenkins</b>
Related-Service Provider <b>R. Williamston/Guidance Couse</b>	Borough Field Support Center Staff Member <b>Yazmin Torres</b>
Superintendent <b>Joyce Stallings-Harte</b>	Other (Name and Title) <b>type here</b>

### 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	1	Number of certified bilingual teachers <u>not</u> 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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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)	630	Total number of ELLs	64	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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"/>

**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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	65	<b>Newcomers</b> (ELLs receiving service 0-3 years)	48	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>	16	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	14	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	48	14	1	14	2	8	2	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Bengali														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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							13	16	14					0
Chinese														0
Russian														0
Bengali							1	1	4					0
Urdu														0
Arabic							2	7	3					0
Haitian							0	1	0					0
French							1	0	0					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other FULANI							0	0	1					0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							5	11	7					0
<b>Emerging</b> (Low Intermediate)							3	3	3					0
<b>Transitioning</b> (High Intermediate)							2	0	6					0
<b>Expanding</b> (Advanced)							6	11	6					0
<b>Commanding</b> (Proficient)							3	8	10					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

#### 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							8	17	15					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12				0
7	12	1			0
8	15				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	10		3						0
7	11		8						0
8	19		1						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.
  - We utilize the results of the NYSITELL and the NYSESLAT, the NYC performance tests and the NYS tests in English Language Arts and Math, teacher made unit tests and quizzes to make informed decisions about the skills of our students. The data helps us create multiple entry points for our entering, emerging, transitioning, expanding, and commanding ELLs. Much more than tell us the literacy skills that our ELLs are deficient in, the data helps us to group our students and provide skill-specific instruction for them. Data also provides us with insights on how to create multiple entry points for our ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - While more students display proficiency in listening and speaking, reading and writing continues to pose a challenge. The NYSESLAT modalities will affect the way we tailor instruction for ELLs. Four ELA teachers, along with the ESL teacher, will work collaboratively to analyze the data. Based on our data trends, we will focus much more heavily on the reading and writing modalities, as these continue to be the areas of struggle for ELLs. The NYSITELL scores provide the ESL teacher insights on how much the newcomer already knows. The scores of the NYSITELL are also broken down into five modalities entering, emerging, transitioning, expanding, and commanding. These performance levels are aligned to the NYSESLAT, which can be beneficially to the teachers when collecting data.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

The data from the AMAO estimator tool is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that are analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification. We also use it because of The Early Warning Indicator feature, that automatically calculates the number of risk factors exhibited and color-codes them accordingly. After, inputting data into the AMAO estimator tool this year we were unable to get information from the AMAO 1. However, according to AMAO 2 we have met the standard for 2015-2016 school year.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4. a. ELLs are performing comparably to their peers in the same grades in ELA. Like much of our subgroups, a large percentage of students are performing at Level 2 at the NYS tests in ELA and math. However, when given an opportunity to take tests in their native language, there is evidence that ELLs out-perform comparable to other subgroups.

b. School leaders and teachers are using the ELL Periodic Assessments to differentiate instruction and implement flexible grouping in the classroom. Additionally, they use iReady assessments to customize assignments and assessments to help fulfill the needs of the ELLs.

c. The school is learning the specific areas that need to be targeted. This helps us to customize instruction for certain groups of students and also helps teachers across content areas to create and maintain a focus on specific skills in which students are deficient. Teachers try to implement home language when applicable throughout instructional periods. Many times, we utilize the assistance of proficient ELLs to help translate for the entering students. Additionally, we use iPads and bilingual dictionaries to help the students acquire the English language.

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](#).]

JHS 292 utilizes data from the NYS ELA and Math Exams; iReady and classroom formative and summative assessments to identify the strengths and weaknesses of our ELL students. After collaboration and data analysis, teachers implements strategies such as small group or one to one instruction; and flexible grouping to meet the needs of all ESL students in the class.

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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).

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

## Part IV: ELL Identification Process

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

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.

At enrollment, a trained pedagogue (ESL Teacher) administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an individual interview with the student in their home language. Once school staff collect the HLIS from parents and determines that a language other than English is spoken in a child's home, the child is administered the NYSITELL within 10 school days, which is a test that establishes the student's English proficiency level. Students that score below proficiency on the NYSITELL become eligible for state-mandated services for ENL. In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Students who speak Spanish at home and score below proficiency on the NYSITELL are administered a Spanish LAB-R to determine language dominance. Additionally, we are required to identify ELLs as Students with Interrupted/Inconsistent Formal Education (SIFE) as an additional part of the interview during the identification process. Further using the ATS reports, such as the RLER, which details students who are eligible to take the NYSESLAT, and the RLAT, which gives the exam history report, students are identified. Students are prepared during their daily English Language Arts (ELA) classes for the annual NYSESLAT. The ELA and ESL teachers collaborate to administer the NYSESLAT, ensuring that each child is tested in each modality. We have a push-in model where the ESL teacher collaborates with the ELA teachers to provide instruction and test-preparation. As well as

the push-in model, the ESL teacher does pull-out model for the entering and emerging students. She provides the students will additional support in the content areas.

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).

Teachers are able to use questionnaires or surveys to identify students that may be SIFE. Additionally, teachers can use student work to identify students that are unable to comprehend in their native language to assess whether or not they can be identified as SIFE. SIFE identification process begins with administering the oral interview questionnaire. Then, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we must administer the Literacy Evaluation for Newcomer SIFE(LENS). We are sure to indicate initial SIFE status in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).

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 Language Proficiency Team, which consist of the Principal, ESL teacher, IEP teacher, guidance counselor and psychologist, determines the student's eligibility for the NYSITELL for ESL students with IEP's.

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 ESL teacher E. Yusupov administers the NYSITELL to the new student as soon as possible. Then, a letter is sent home by the ESL teacher E. Yusupov, with the child informing the parents' of entitalment or non-entitalment within the first five days. Additionally, entitalment/continue entitalment letters are sent home in parents home language.

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).

Parents are informed by the ESL teacher E. Yusupov, in person that they have the right to appeal ELL status within 45 days of enrollemnet in written form. A review of ELL identification would commence upon written request by a parent. Parents are always accomidated with paperwork or translation in their native language. The copies of the letters are filed in the student cummulative record folder.

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.

When parents are interviewed orally during the completion of the HLIS, they are informed that their children will be tested for proficiency in English and that their children may be entitled to extra academic support as English Language Learners. After the students' language proficiency has been determined by the NYSITELL, their parents' are informed about the results of the NYSITELL by city-mandated entitlement and non-entitlement letters, which are sent home with the student, and by mail within ten days of registration. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores are. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. Parents whose children are entitled to services as ELLs, receive entitlement letters and are invited to orientation sessions at the school with the ESL teacher.

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

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

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.

At I.S.292 E. Yusupov, the ESL teacher ensures that all parents receive notification letters and ensures that all Parent Surveys and Parent Selection Forms are filled out in a timely manner. Parents usually prefer to fill out the parent selection forms directly after the orientation. Otherwise, phone calls are made to the parents to ensure that we receive all documents. We monitor parent choice through ATS using the ELPC/BNDC screen.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent Survey and Program Selection forms are always handed out Parent Survey and Program Selection forms that have not been completed and returned are unacceptable. Three notices will be sent home with students followed by phone calls made by the ESL teacher.
9. Describe how your school ensures that placement parent notification letters are distributed. Students that are given the NYSITELL within 10 days of admission once the parents are given the orientation they fill out the Parent selection form and then are placed into the correct program. Parent placement notification letters are sent home in native language with the student and retained by the ESL teacher, E. Yusupov.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Copies of all entitlement, non-entitlement, continuation letters, parent surveys, and Parent selection forms are maintained by the ESL Teacher, Mrs. Yusupov, and are placed in the student's cumulative record.
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.  
The New York State English as a Second Language Achievement Test (NYSESLAT) is given in four different sessions. Students eligible for the NYSESLAT are found on the list of students eligible to take the NYSESLAT called the RLER on ATS. English Language Learners are separated by grade level and placed in separate classrooms. ESL teacher (E. Yusupov) and ELA teachers (D. Wolfe, F. Moore, and Y. Alleyne) follow the schedule provided to proctor during the exam. One session of the NYSESLAT (Speaking, Listening, Reading & Writing) is given each day, students are not limited to how long they have to complete each section. All absent students are also ensured to be given time for make-up exams.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September the results of the NYSESLAT become available on ATS listed in the RLAT. Parents are informed about their child's performance with the city-mandated Continuation and Non-Entitlement letters. These letters are sent out to all parents of ELLs in their native language, explaining whether their child has reached proficiency in English or not. Additionally, these letters state whether or not their child will be entitled to services as an ELL. Students that have reached a commanding score on this exam are still entitled to 90 minutes of ESL per week. This information is also handed out to the parents in written form.
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 and Program Selection forms for the past few years, the trend that seems to be in program choice at Intermediate School 292 is Freestanding English as a New Language (ENL). Not many parents have chosen transitional bilingual programs or dual language programs. Parent choice is monitored by the ESL teacher (E.YUSUPOV) on ATS. Yes, ENL is offered at our school. About 90% of parents throughout the years have chosen ENL for their child. Due to the fact that many parents choose ENL for their child we are sure to program accordingly and group most of the ELLs in on class to be sure they are getting the services they are required.

## 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.  
Instruction is delivered in stand alone and integrated model. ELLs travel together as a group by grade. They are a heterogeneous group with mixed proficiency levels.
  - 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)?  
As per CR Part 154, the ESL teacher, E. Yusupov, practices the push-in and pull-out model for her students to ensure that all students receive their mandated number of instructional minutes in Freestanding English as a New Language. (360 mins. – Entering & Emerging students; 180 mins – Transitioning and Expanding students; 90 mins.- Commanding students)
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.  
All ESL students receive instruction using common core aligned curriculum in all content areas. ESL teacher uses the stand alone model and the integrated model to ensure that the students are utilizing language development skills within the classroom. Additionally, students are provided core curricular materials in alternate languages. Furthermore, instruction is differentiated based on collaboration between content area teachers and ESL teacher. JHS 292 does not have TBE/DL programs as of yet.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Spanish speaking ELLs who score below proficiency level on the NYSITELL are further evaluated in their native language using the Spanish LAB-R. Additionally, throughout the year the ESL teacher provides the students with testing accommodations, (such as: testing in their native language) in certain content areas to ensure that the ELLs are appropriately evaluated in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are evaluated in all four modalities of English acquisition throughout the year. ELL students are given diagnostic assessments, formative, and summative assessments are given as well throughout the year. Additionally, ELLs who have not met the performance standard in listening/speaking are grouped for skills worked on listening comprehension-using books on CDs in the listening center, they are given practice in listening comprehension sections of NYSESLAT using books and other preparation materials. Students are given many opportunities for class discussions, social and academic interaction with peers, and speaking lessons geared to the different sections of the speaking part of the NYSESLAT. They are also given lots of dictation and note-taking practices. ELLs receive after school and extended day assistance. ELLs who have not met the performance standard in reading work more on building their vocabulary, and reading comprehension skills. Teacher uses different materials and resources to enhance their reading skills. ELLs receive after school and extended day assistance.
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
  - a. Tutoring and mentoring are incorporated into the SIFE academic program. Being aware of the many socio-economic and academic issues that impact the ELLs, the staff provide additional support and help through tutorials and Saturday Academy.
  - b. With the aid of the fully licensed ESL teacher and the content area teachers, needs analyses will be conducted so that there is a point of reference at which to begin instruction. Instruction will then be differentiated to meet the needs of the newcomers. Students will be continuously assessed so that instruction is tailored to meet their needs. As students are prepared for the modalities of the NYSESLAT, they will also be exposed to the demands of the New York State English Language Arts assessment.
  - c. Developing ELLs will receive additional language acquisition instruction by implementing after school programs and

Saturday Academy. Students are provided small group instruction and opportunities to attend extended day programs.

- d. Long Term-ELLs receive additional language acquisition instruction, computer training, and Job corp registration assistance.
- e. Former ELL students up to two years are provided with additional support through Saturday Academy, testing accommodations, and the opportunity to attend extended day programs. Additionally, they are also provided with 90 minutes of integrated ENL within their ELA or other content area class.

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.

For students re-identified as ELL or non-ELL, the school can ensure that the student's academic progress will not be affected. The student will continue to attend classes as usual, until a decision has been made by the principal and superintendent. The Re-identification Process at JHS 292 will be conducted by the ESL teacher (E. Yusupov) and will consist of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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?

ELL-SWDs in our school receive both related services and self-contained instruction. ESL students utilize "Inside" by National Geographic Learning which is Common Core aligned. All students receive instruction in all classes that is also common core aligned. Students receiving related services are given support through SETSS so that they can be successful in regular education classes. Service providers, including the ESL and SETSS teacher, and the guidance counselor, who work with the classroom teachers to maximize the support they can receive in their regular classroom by pushing in wherever possible. ELLs in self-contained SE classes are pulled out for ESL Services with ELLs with the ESL teacher and other ELL students, to meet their needs in the least restrictive environment possible.

9. 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?

ELL-SWD will receive additional language acquisition instruction by implementing "My On" reading program, Brain Pop, and Brain Pop ESL, After School programs and Saturday Academy. The School Implementation Team ensures that students with disabilities receive flexible programming and is placed in the least restrictive environment for certain subject areas. Additionally, the use of technology, ipads, laptops and the smartboard, allows a certified licensed pedagog to differentiate instruction to meet their needs. We ensure that all ELL-SWD have flexible programming and smaller groups to enable them to achieve their IEP goals and attain English proficiency within the least restrictive environment

Chart

**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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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(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. 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.

Chart

**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 Dually 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.

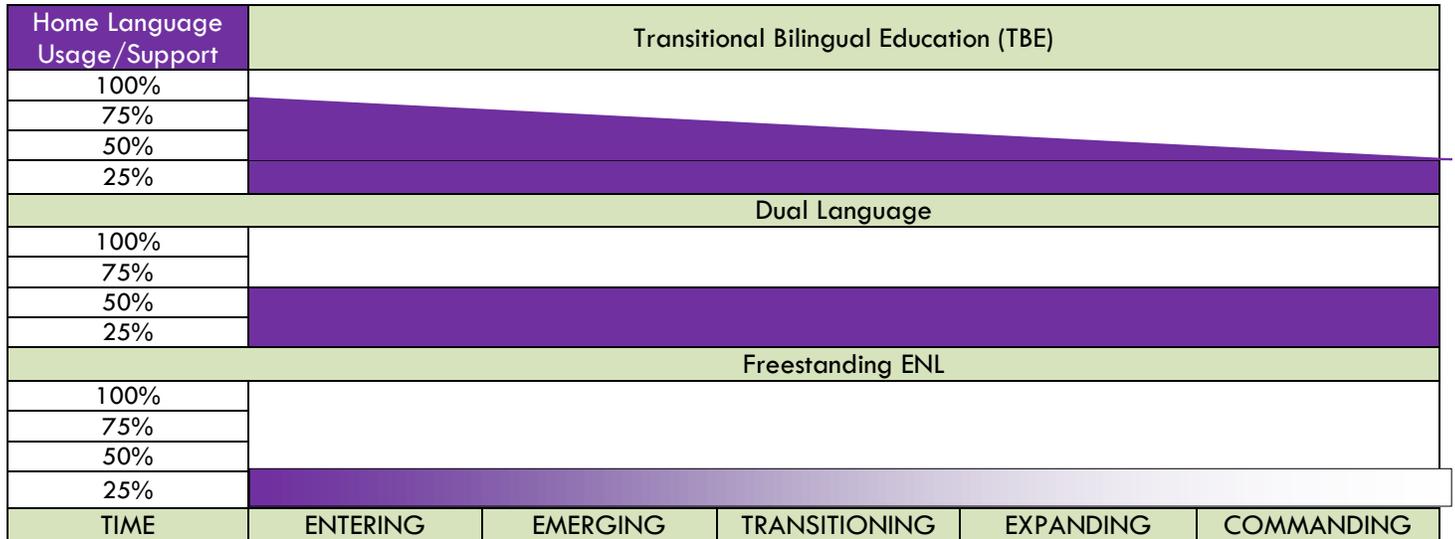


\*Note “other approved services” does not apply to New York City at this time.

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.



## 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. ELLs receive intervention in ELA, Math, social Studies and Science through small group instruction, and one-on-one instruction when necessary. The ESL teacher provides services using the push in/pull out model. During that time she is able to conference with students and provide instruction based on their individual needs. "MyOn" reader, a literacy based program, is used to supplement language acquisition and development in ELA, while the students are exposed to the Orchard intervention program in math. Our entering, emerging, and transitioning ELLs benefit extremely from these programs. We also provide Saturday Academy and the two 90 minute sessions a week, where ELLs are targeted in small groups. Additionally, there are Spanish editions of text books in the content areas to help supplement the students' language acquisition.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
We have a Common Core based curriculum, which incorporates all disciplines. Additional strategies are utilized to facilitate the content and language development. As a result all ELL students are making more of an effort to communicate using the English language. All content area teachers are made aware of the amount of ELLs in their class at the beginning of the school year by the ESL teacher (E. Yusupov) so, they may plan appropriately for all students. ELA, Social Studies, Math, Science, and ESL teacher work side by side collaboratively to ensure all students' needs are being met. Teachers are sure to use all resources to help the ELLs with language development.
12. What new programs or improvements will be considered for the upcoming school year?  
The new program that is being used this school year is called "MyON" reader. It is a complete literacy solution that reinvents student reading. "MyON" is a literacy program that creates an individual profile for students based on their interests and reading ability and generates a recommended book list that students can use when determining what they want to read. Each student is given their own username and password. The teacher is then able to follow their progress and identify the different reading levels. Additionally, teachers are incorporating the use of BrainPOP in their lessons to create more of a visual learning setting for the ELLs.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ELL population has equal access to all programs during and after school. (ex.. martial arts, marching band, african drumming, basketball, music.....) ELLs participate in a performing arts elective for 90 minutes each week. Additionally, tutoring is provided to advanced ELLs and transitional students to ensure they maintain a successful grade on the NYS ELA and Math exams. Furthermore, we have two large after school programs Good Shepard and CAPP where the ELLs are welcomed. Additionally, all ELLs are serviced during After School with ESL teacher twice a week and Saturday Academy.
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.  
ESL classes are mainly instructed in English, with support available in their Native Language where possible and appropriate. The use of the Native Language is encouraged among students where it enhances learning, especially in cooperative groups where at least one member is a Newcomer or Beginner. The native language is accepted as an oral or written response, although the teacher responds in English and rephrases the response in English. Books in the students native languages are available in the classroom libraries. Additionally, ELLs are exposed to MyOn, bilingual glossaries, bilingual dictionaries, ipads, laptops, smart board, classroom libraries, and multi-lingual resources in the library.  
Our ELL population is exposed to the same rigorous academic standards as mainstream. All elements of balanced literacy instruction are provided to ELLs. Content area teachers provide a consistent program of instruction by following timelines with a systematic approach to learning that incorporates spiraling and scaffolding learning activities in small group or centered instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
15. Native Language support is delivered by the use of technology: laptops, ipads. Additionally classroom libraries which feature texts both in English and the native language: bilingual dictionaries, and glossaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The required services support the ELLs by keeping up with the adolescents interests ; the use of technology is also used to support the ELLs in the class. Students are provided with age appropriate and grade level materials to further support their needs.
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).  
Classroom libraries that are in the students native languages, are purchased at the middle school level. They are used to help newly enrolled ELL students adjust to the changes. Additionally, new ELLs who are enrolled within the school year are buddied up

with another native speaking student to assist him/her with the adjustment. The new ELLs are also exposed to many activities that incorporate their native language, so that they are able to have an easier adjustment and don't struggle with culture shock.

19. What language electives are offered to ELLs?

At this moment, we are not offering language electives. However, in the future we would like to offer foreign language to students.

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)?

N/A

## 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.)

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

Teachers and staff members of ELLs are: Ms. Moore (ELA), Ms. Alleyene (ELA), Ms. Wolfe (ELA), Mr. Jones (ELA & Humanities), Ms. Clifton (Math), Ms. Jimenez (Math), Ms. Slade (Math), Mr. Nipper (Math), Ms. Hamilton (Social studies), Ms. Baldwin (Social Studies), Mr. Lewis (science), Ms. Baidan (science), Ms. Collins (science), Ms. Yusupov (ENL Teacher), S.Harris (para professional) Ms. Cohen (Speech), Mr. Williamstin & Ms. Obimba (guidance counselors).

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?

Our ESL teacher attends workshops provided by the Department of Education and other external sources. In teacher teams, she turn-keys this information to other teachers of ELLs. Professional Development sessions and Teacher Team meetings provide teachers with the opportunity to analyze data and determine next steps for their students; analyze student work to determine strengths and weaknesses and collaborate with their colleagues on the Danielson Framework for teaching to implement best practices for student engagement and achievement.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Built-in weekly, grade specific professional development as well as weekly cabinet meetings, offer ample opportunity to share and discuss best practices and next steps. In addition, we are able to assess ELL student progress in other content areas with those teachers during professional development periods. Staff also discuss methods of helping students in the transition process from elementary school to middle school. Additionally, parent coordinators are trained to further assist students transitions from elementary to middle school. Guidance counselors provide Respect For All groups sessions to students and are available to ELL students for various issues concerning their transition to middle school or to the country.

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.

Throughout the school year our teachers are provided professional developments. Additionally, our ENL teacher receives ELL specific professional developments by attending meetings that are provided by the Department of Education, Division of English Language Learners. Several different activities that have been presented are the SIOP model and creating language specific objectives geared towards our ELLs. Another activity that was presented was using vocabulary strategies that will help ELLs build their vocabulary skills. Records are maintained in a Professional Development binder by all teachers, including agendas and work done throughout the professional development period.

### 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?

Teachers of JHS 292 have the opportunity to individually meet with parents of ELLs to discuss goals, language development, language proficiency assessment results, and language development needs every Tuesdays between the hours of 2:40PM and 3:20 PM. The ESL teacher will schedule at least one additional meeting a year, in addition to parent-teacher conferences and other mandated meetings with all parents of ELLs. This meeting will include all staff members necessary to inform the parents about the child's language development in all content areas in English. The parent coordinator schedules monthly meetings and all ELL parents are invited to attend these workshops. These meetings are conducted with interpreter/translator in the language or mode the parent best understands.

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.

Each teacher keeps records individually for annual meetings, phone calls made, or letters that are sent home to parents. Teachers use a parent meeting/call log to record all interactions with parents throughout the year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We continue to work in the area of parent involvement. Parents participate in Open School night and they attend orientations, PTA meetings and our martial arts classes. The parent coordinator schedules monthly meetings and all ELL parents are invited to attend these workshops. Our ESL teacher, school aides and bilingual teachers assist with translation. However, we are also able to utilize the Translation and Interpretation Unit when needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, the school partners with the YWCA and Supplemental Education Services providers who offers workshops to parents. Workshops such as Resume Writing, Signs of Bullying, Healthy Food Choices, are provided to ELL parents. Translation in Spanish is usually provided by our school aides.

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

Parents participate in surveys, which are printed in English and Spanish, at the beginning of the year, indicating the activities in which they might be interested. The parent coordinator schedules workshops on a monthly basis for ELL parents. Translation services are provided by teachers, or staff members whenever necessary. However, we are also able to utilize the Translation and Interpretation Unit when needed.

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

Parental involvement activities, such as Parent Orientations, martial arts classes are provided based on the needs of the parents as indicated in their surveys. The parent coordinator schedules workshops on a monthly basis for ELL parents. Translation services are provided by teachers, or staff members whenever necessary. However, we are also able to utilize the Translation and Interpretation Unit when needed.

### 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.

Paste response here:



School Name: **Margaret S. Douglas**

School DBN: **19K292**

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)
Evelyn Maxfield	Principal		11/1/15
Olga Stewart-Nelson	Assistant Principal		11/1/15
Juanita Jenkins	Parent Coordinator		11/1/15
Elanet Yusupov	ENL/Bilingual Teacher		11/1/15
Sylvia Joseph	Parent		11/1/15
Franceline Moore/ELA	Teacher/Subject Area		11/1/15
Yvonne Alleyene/ELA	Teacher/Subject Area		11/1/15
Tashica Mitchell	Coach		11/1/15
Karen Wilson	Coach		11/1/15
Ralph Williamston	School Counselor		11/1/15
Joyce Stallings-Harte	Superintendent		11/1/15
Yasmin Torres	Borough Field Support Center Staff Member _____		11/1/15
	Other _____		11/1/15
	Other _____		11/1/15
	Other _____		11/1/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **19K292** School Name: **JHS292**  
Superintendent: **J. Stallings ha**

### 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](http://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.

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

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.

JHSI 292's major written and oral interpretation needs focus on the languages of Arabic, Bengali, French, and Spanish.

## 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.)

Throughout the year there are many documents that Intermediate School 292 distributes and requires translation. These documents may consist of but, are not limited to important information about educational programs and services, newsletters, parent-teacher conference announcements, calendars with important dates, parent- engagement notification letters, and after-school program information.

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.

JHS 292 will typically have four formal face-to-face meetings with parents throughout the school year. The general Meet the Staff Night in Septemebr, three other parent-teacher conferences will take place in November, March, and May. However, throughout the year parents have the option of meeting with their childs' teacher every Tuesday between 2:40PM and 3:20 PM. Additionally, throughout the year there are many opportunities for teachers, deans, and guidance counselors to have informal interactions with the parents of our students.

## 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.

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

2. Describe 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.

JHS 292 has expressed to all staff members to utilize the Translation and Interpertation Unit provided by over-the-phone interpretives. Teachers and staff use this service to assist them with communicating with

parents that speak a language other than English. Additionally, school aids and teachers provide interpretation during whole group meetings, such as : PTA or Parent Teacher Conferences.

#### **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.)

Intermediate School 292 has ensured that the Language Access Coordinator has attendend the in-person training by the Translation and Interpretation Unit. Following the training the LAC had a staff meeting to distribute T&I Brochures and Language Palm Cards. Additionally, the meeting is held to further explain the benefits of the Translation and Interpretation Units over-the-phone services.

#### **Part E: Providing Notice of Language Assistance Services**

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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

JHS 292 will ensure to fulfill parental notification requirements for translation and interepertaion services by postng the welcome poster in the front enternace of the school in different languages, and have translated copies of the Parents' Bill or Rights in their native langauge. Additionally, all parents will be given equal rights to reaching out to the administrative staff regardless of their native language. Finally, all staff memebers including security desk and main office will have access to the Language ID Guide.

#### **Part F: Monitoring and Quality Control**

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

JHS 292 will will gather feedback from parents on the quality and availability of translataion services via parent suveys in their native languages.