

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K366

School Name:

THE SCIENCE AND MEDICINE MIDDLE SCHOOL

Principal:

DENNIS HERRING JR

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366 School Number (DBN): 18K366

Grades Served: 6, 7, 8

School Address: 965 East 107th Street

Phone Number: 718-688-6400 Fax: 718-688-6401

School Contact Person: Dennis Herring, Jr. Email Address: DHerrin@schools.nyc.gov

Principal: Dennis Herring, Jr.

UFT Chapter Leader: Annastacia Harrison-Ribot

Parents' Association President: Linton Irons

SLT Chairperson: Linton Irons

Title I Parent Representative (or Parent Advisory Council Chairperson): _____

Student Representative(s): N/A

N/A

District Information

District: 18 Superintendent: Beverly Wilkins

Superintendent's Office Address: 1106 East 95th Street Brooklyn, New York 11236

Superintendent's Email Address: BWilkin@schools.nyc.gov

Phone Number: 718-566-6008 Fax: 718-649-7074

Borough Field Support Center (BFSC)

BFSC: Brooklyn South BFSC Director: Cheryl Watson-Harris

Director's Office Address: 415 89th Street Brooklyn, New York 11209

Director's Email Address: cwatsonharris@gmail.com

Phone Number: 718-759-4838 Fax: 718-759-4879

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Dennis Herring, Jr.	*Principal or Designee	
Annastacia Harrison	*UFT Chapter Leader or Designee	
Linton Irons	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Marcia Bent	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Althea Simpson	Member/Testing Coordinator	
Woody Laguerre	Member/Mathematics Teacher	
Karine Cambry	Member/Mathematics Coach	
Evan Campbell	Member/Guidance Counselor	
Maxine Smith	Member/Parent	
Agatha Philip	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shama Johnson	Member/Parent	
Denise David	Member/ Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

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

We believe that students can and should shape their health, education, professional futures, communities, and their nation. To that end, The Science and Medicine Middle School 366 uses a student-centered approach to learning that highlights student voice and engagement as priorities throughout our school. The following is our Mission Statement: The Science and Medicine Middle School uses health and medicine as a lens through which students learn core academic subjects, including mathematics, science, social studies and English Language Arts.

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

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

We made strides in the Capacity Framework element of Rigorous Instruction in that eighty three percent of our students met promotional criterion in English Language Arts and eighty six percent of our students met promotional criterion in mathematics by June 2015. Teachers improved their practice in requiring students to cite textual evidence and substantiate their claims. As a school community, we made strides in the Capacity Framework components of Collaborative Teachers through our work with the Teacher Development Coach and Peer Instructional Coaches.

18K366 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	508	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	6	# SETSS	8	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.9%	% Attendance Rate			95.7%
% Free Lunch	70.4%	% Reduced Lunch			9.0%
% Limited English Proficient	3.3%	% Students with Disabilities			17.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			88.9%
% Hispanic or Latino	8.0%	% Asian or Native Hawaiian/Pacific Islander			0.8%
% White	2.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.1%	Average Teacher Absences (2013-14)			8.89
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	18.9%	Mathematics Performance at levels 3 & 4			20.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			68.8%
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			96.0%
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	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
1. Our 2015 New York State Common Core scores for all grades indicate that 23.1% of students met or exceeded State standards in English Language Arts and 19.4% percent met or exceeded standards in mathematics.
 2. Strengths and needs relative to Capacity Framework Element #1 - Rigorous Instruction:
 - Strength: Comprehensive lesson planning with embedded questions and discussion points.
 - Strength: School-level theory of action and goals shared by the community (2014 Quality Review)
 - Strength: Aligned use of resources to support instructional goals that meet students’ needs (2014 SQR)
 - Need: Interdisciplinary teacher team development, operational routines and record keeping
 - Need: Development of coherent departmental curriculum maps and unit plans
 - Need: Development of rigorous, hands-on, project based, real-world connected units of study
 - Need: Development of social studies curriculum maps, unit plans, pacing calendars and lesson plans.
 - Need: Development of mathematics curriculum maps, unit plans and pacing calendars in Go Math.

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–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

From September 2015 through June 2016, we will prepare our students to meet and exceed grade level standards on the New York State Common Core English Language Arts and mathematics assessments by designing and following curriculum maps, unit plans and daily lessons with a writing intensive component that support effective diagnostic reasoning, data analysis, drawing conclusions and identifying solutions which will result in a 5 – 10% increase of students scoring at or above proficiency (Levels 3 and 4) as measured by the 2016 NYS ELA and mathematics assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Instructional Coaches will implement differentiated professional development sessions on Monday afternoons that address designing highly engaging, coherent instruction that presents students with activities that pose significant cognitive challenge in all academic content areas.</p>	<p>General education students, English Language Learners and Students with disabilities</p>	<p>09/2015 – 06-2016</p>	<p>Principal, Assistant Principal, Peer Instructional Coaches, Teacher Development Coach, Demonstration Teacher</p>
<p>We will expand Lightsail Education to grades seven and eight.</p>	<p>All ICT and SETSS students</p>	<p>09/2015 – 06-2016</p>	<p>Teachers trained in Lightsail and the Technology Specialist</p>
<p>The parent coordinator will develop and present a series of comprehensive parent workshops that address the vital partnership between school and home, with an emphasis acclimating parents to the language and demands of the Common Core Learning Standards.</p>	<p>Parents and Guardians</p>	<p>09/2015 – 06/2016</p>	<p>Parent Coordinator</p>
<p>All interactions and visits will include conversations on students’ data-based present levels of performance, areas in need of improvement and next steps for meeting individual academic goals.</p>	<p>All stakeholders</p>	<p>09/2015 – 06/2016</p>	<p>Principal and Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ol style="list-style-type: none"> 1. 100 iPad minis for Lightsail instruction for an additional 90 students 2. Educational software funds for Lightsail license renewal 3. Engage NY module materials used in our after school academic intervention program 4. Newly purchased Go Math, Pearson Literature, Glencoe science and social studies textbooks <p>There will be 20 per session hours for the mathematics coach and one English Language Arts Peer Collaborative Teacher to facilitate parent workshops alongside the Parent Coordinator.</p>

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>1. Departmental mid-year assessments will be administered in January 2016.</p> <p>2. Teacher teams will analyze data from the mid-year assessments by February 2016 and design corrective instruction accordingly using our data cycle calendar.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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

Teachers need professional development in addressing students’ behavior in classrooms, hallways, the cafeteria and outside of the building. Teachers need assistance with developing relationships with students where students feel comfortable talking to at least one adult before engaging in undesirable behavior.

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

By January 2016, teachers will incorporate effective behavioral and instructional strategies into their lessons that will result in at least 75% of students taking intellectual risks during instruction, and 50 - 75% of teachers being rated effective in component 2d of the Danielson Framework for Teaching and Learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Measures of Teacher Practice per Danielson Framework • Monday afternoon professional development • Classroom rules centered upon a culture for respect 	<p>All teachers</p>	<p>09/2015 – 06/2016</p>	<p>Principal and Assistant Principal</p>

<ul style="list-style-type: none"> • Citywide Respect for All campaign • Introductory PBIS assembly (09/2015) • Classroom discussions and writing assignments in which students reach a consensus regarding respect. 	SWD's, ELLs	10/2015 – 06/2016	PBIS Team 3 Deans
Series of workshops on: Habits- Organization- Mission- Engagement from Achieve NYC. PBIS	All parents	10/2015 – 06/2016	Principal Deans Guidance Counselors
Informal and formal ADVANCE classroom observations	All stakeholders	09/2015 – 05/2016	Principal Assistant Principal

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.										
<ul style="list-style-type: none"> • Teacher Development Coach, • Behavioral Intervention Specialists • Incentives for exemplary behavior • Per session training for PBIS development • Funding for branding consultant 										
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		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
Through informal and formal classroom observations, the Principal and Assistant Principal will evaluate teachers' growth in Danielson Framework component 2d: Managing Student Behavior. By October 30, 2015, the three deans will confer and collectively analyze students' behavioral trends on each of our three floors. The deans will implement effective behavioral intervention strategies with individual students and whole classes. Through our PBIS system, we will aim to decrease the frequency of level 1 and 2 infractions in all classrooms by 50%.
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 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.

Part 1 – Needs Assessment

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

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

Strength: Communication within teacher team meetings

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

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

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

Need: Functional and user-friendly student assessment data tracking template

Need: Consistency in designing coherent instruction

Need: Sustained electronic communication with parents about school events, meetings, and requests for visits

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

By October 2015, 100% of teachers will use Google Docs and Jupiter Grades to develop systems and structures for sharing and memorializing collaborative events, reporting to parents, action plans for student improvement, sending quarterly progress reports and implementing applicable next steps.

On Monday afternoons beginning October 2015, the Peer Collaborative Teachers and the Mathematics Coach will facilitate differentiated professional learning sessions for all classroom teachers during the 80-minute block, resulting in lesson plans that illustrate at least one form of differentiation per day.

By October 2015, 100% of classroom teachers will participate in weekly common planning meetings in which they prioritize common core learning standards per unit and track students' progress using a functional chart in Google Docs that indicates student mastery or need of corrective instruction or remediation.

From October 2015 to December 2015, the extended cabinet which consists of two administrators and four Teacher Incentive Fund teachers will conduct a lesson plan study and provide feedback to teachers in order to align their planning and subsequent instructional delivery to Danielson Framework component 1e: Designing Coherent Instruction.

Beginning September 2015, 100% of classroom teachers will utilize the 35-minute parent outreach block on Tuesday afternoons to update the online Jupiter Ed. grading and anecdotal system in order to maintain consistent communication with parents regarding operational matters and students' academic and behavioral progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will design teachers’ schedules such that they may meet in interdisciplinary teacher teams and grade level teams by academic content area on a weekly basis.</p>	<p>All Teachers</p>	<p>09/2015 – 06/2016</p>	<p>Principal</p>
<p>Teachers will use Google Docs to share non-confidential information such as promotional criteria percentages, behavioral intervention information, common assessment information and to collaboratively plan.</p>	<p>All students</p>	<p>10/2015 – 06/2016</p>	<p>All teachers</p>
<p>Parents are invited to attend interdisciplinary team meetings every week in order to receive common concerns from all of their children’s teachers in one session.</p>	<p>All parents</p>	<p>09/2015 – 06/2016</p>	<p>Parent Coordinator</p>
<p>Teachers will utilize Google Docs to share information and maintain anecdotal notes on students whose promotion is in doubt for record keeping and preventive purposes.</p>	<p>All Teachers</p>	<p>10/2015 – 06/2016</p>	<p>Teacher Teams</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • School Google Mail and Docs account • School website domain fee • School Mobile App fee • Adjusted schedule for one Computer Technology Specialist and one Webmaster to collaborate in order to procure bids and design our new school website 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By October 2015, at least 6 out of 9 interdisciplinary teacher teams will consistently use Google Docs and Jupiter Ed. to their full collaborative capacity by analyzing trends and modifying their instructional delivery strategies, resulting in a 75% decrease in parent complaints that there is very little to no outreach from teachers and a 50% increase in parent attendance at PTA meetings.

By February 2016, 100% of interdisciplinary teacher teams will fully utilize Google Docs to collaborate and implement the data cycle calendar of instruction, assessment, data analysis and corrective instruction.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

The principal and assistant principal continuously utilize findings from informal and formal ADVANCE observations in order to guide the Peer Collaborative Teachers, Model Teacher and mathematics coach in their leadership roles. To date the implementation of our PBIS system has proven to be significantly successful in motivating students to modify their relationships towards one another as well as taking ownership of their learning. The Principal and Assistant Principal facilitate professional learning sessions on Monday and Tuesday afternoons, stepping aside periodically to allow peer teaching and learning to take place where appropriate. Informal and formal observation feedback from administrators guides teachers in the development and annotation of their curriculum maps and lesson plans with particular attention to Danielson 3b (Questioning) and student engagement (Danielson 3c). We are developing a common language regarding the Danielson Framework for Teaching and Learning. Pre and post observation conferences and professional development sessions are results-driven. Administration provides teachers with minute-by-minute low inference notes of their lessons and actionable next steps for future classroom visits.

Strengths:

- Teachers are amenable to feedback by administration and peers and participate in debriefing sessions with a growth mindset to improve student outcomes.
- ADVANCE informal and formal observation feedback is timely, detailed and pointed.
- Administrators' expectations are clearly defined and outlined

Needs:

- We are implementing a new school wide system of checks for understanding that will need to be modified as the school year progresses. (Priority Need)
- We are seeking to balance the urgency of improving teacher practice per the Daneilson Framework with establishing operational classroom norms that span across all grades and subjects. (Priority Need)
- Consistency in meeting as a professional development team per the 2014 UFT contract agreement addendum in order to outline the year's professional learning calendar

Part 2 – Annual Goal

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

From September 2015 to June 2016, the Principal, Assistant Principal, Mathematics Coach, Peer Collaborative Teachers and the Model Teacher (Extended Cabinet) will provide professional development on designing coherent instruction (Danielson 1e), student engagement (Danielson 3C), higher order questioning (Danielson

3b) and checks for understanding on Monday afternoons that will result in a 5 – 10% increase of students scoring at or above proficiency (Levels 3 and 4) as measured by the 2016 NYS Common Core ELA and mathematics assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Professional learning series: Checks for understanding (4 weeks) • Professional learning series: Danielson 3b: (3 weeks) • Professional learning series: Danielson 3c: (3 weeks) • Professional learning session: Notebook 15 (4 weeks) • Professional learning series: Close Reading (4 weeks) • Professional learning series: Danielson 1e (3 weeks) • Professional learning series: CCLS task analysis (4 weeks) • Professional learning session: Engagement (6 hours) • Professional learning series: Rigor (6 weeks) • Professional learning series: Teenage Brain (4 weeks) • Professional learning series: Writing Initiative (4 weeks) 	<p>All Teachers</p>	<p>09/2015 – 06/2016</p>	<p>Principal, Assistant Principal, Teq, Coaches, Mobile Response Team</p>
<p>Universal Design for Learning professional learning (6 weeks)</p> <p>Teenage Brain</p>	<p>All Teachers</p>	<p>09/2015 – 06/2016</p>	<p>IEP Teacher</p>
<p>The peer instructional coaches and administration will supply the parent coordinator with modified, parent-friendly resources and materials from professional development sessions for parent workshops.</p>	<p>All Parents</p>	<p>10/2015 – 06/2016</p>	<p>Administration, Parent Coordinator, PICs</p>
<p>The extended cabinet will foster an environment of mutual trust among administrators and teachers, allowing them to</p>	<p>All teachers and leaders</p>	<p>10/2015 – 06/2016</p>	<p>Administration, Teachers</p>

persevere towards meeting the demands of our school wide instructional focus.

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.

Universal Design for Learning materials and resources
 Adjustment of teacher leaders’ schedules for one free period per week
 Teenage Brain texts for staff

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By February 2016, at least 75% of classroom teachers will consistently design coherent instruction and improve lesson planning such that students are engaged in rigorous tasks and higher-order, open-ended questions are commonplace across all grades and subjects.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

There is insufficient attendance at Parent-Teacher Association meetings. Many parents are not actively monitoring uniforms and students behavior. There have been complaints about the students’ behavior outside of the building. There is a disconnect between the instructional focus of the school and the related activities that extend out into the community.

Strength: Qualified Pedagogical Staff

Strength: Dedicated Parent Teacher Association and School Leadership Team core members

Need: Greater attendance at Parent Teacher Association meetings

Need: Meaningful, relevant and practical workshops with parents related to Common Core Learning Standards

Need: Meaningful, hands on workshops for parents on the partnership or improving student outcomes

Need: Teacher representation on the Parent Teacher Association and regular attendance at meetings

Part 2 – Annual Goal

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

On November 8, 2015, we will host a mobile health unit that will service the community during which time students will interact with local residents in a positive setting and share their content knowledge of the medical science courses at The Science and Medicine Middle School 366.

Beginning November 2015, we will significantly increase parent attendance and participation at Parent Teacher Association meetings by offering scholar dollars to all students whose parents are in attendance.

By December 2015, the Parent Coordinator will begin hosting a series of hands-on, interactive informational workshops for parents aimed to acclimate families to the necessary home structures that support students' mastery of the common core learning standards.

By June 2016, we will collaboratively host a health symposium / wellness street fair with two local sororities.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • PTA and SLT parents will collaborate with teaching staff to form a committee for the mobile health unit and wellness fair. 	Local residents	10/2015 – 06/2016	PTA President PTA Vice President Teacher leaders Partnership Liaison
<ul style="list-style-type: none"> • Language interpretation services and translated signage • Translated brochures and informational items 	Parents of ENLs	10/2015 – 06/2016	ENL Teacher Vendors
<ul style="list-style-type: none"> • Students will earn scholar dollars if their parents attend evening events. • Performing arts at PTA meetings that will increase parental participation • Grade seven high school workshops that will foster awareness of the high school process and mandatory grades for entering desired high schools. 	All Parents	09/2015 – 10/2016	PTA officers, Parent Coordinator Teacher at PTA
<ul style="list-style-type: none"> • Town Hall meetings that address parents' concerns • Email system of communication 	All Parents	09/2015 – 06/2016	Parent Coordinator, PTA, administration, SLT

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.

- Per session hours for participating staff that will collaborate with the Parent Coordinator
- Office supplies for mass copying of parent-friendly, academic content-specific materials and literature for at-home use
- Additional published content-specific materials for at-home use

- Fees for web-based textbook access for at-home use

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		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.

By February 2016, parent attendance at Parent Teacher Association meetings will increase by 75% with consistency in participation and involvement in school events.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	2015 NYS assessment scores, Common assessment outcomes	Writing intensive instruction: spelling, grammar, usage, vocabulary development	Small group and one to one	During the school day and after school
Mathematics	2015 NYS assessment scores, Common assessment outcomes	Checks for understanding	Small group and one to one	During the school day and after school
Science	2015 NYS assessment scores, Common assessment outcomes	Differentiation by process and content	Hands-on activities and demonstrations	During the school day and after school (Living Environment)
Social Studies	Departmental diagnostic exam	Differentiation by content and product	Appealing to visual, auditory and kinesthetic learning styles.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Dean's records, disciplinary history and teachers' anecdotal records	Mobile Response Team, Big Brothers Mentoring Program, Big Sisters Mentoring Program	Trips to local colleges, Small group, Parent sessions, One to one	Weekly during the school day and/or as needed

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Assessment of staffing needs and appropriate hiring of certified teachers • Demonstration lessons observed by administration and a hiring team • Ongoing professional development in relevant topics, trends and research-based best practices

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The Professional Development Team, which is comprised of teachers, administration and paraprofessionals meets twice monthly to identify shared concerns and areas identified by teachers as priority

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers voted to disband the humanities and opt to teach English Language Arts and Social Studies separately. Teachers voted to purchase Go Math to replace CMP3. Teachers voted to use Glencoe NYS Science texts.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$302,058.00	X	Section 5a: Part 4b Section 5b: Part 4b Section 5c: Part 4b Section 5d: Part 4b Section 5e: Part 4b
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$3,384,970.00	X	Section 5a: Part 4b Section 5b: Part 4b Section 5c: Part 4b Section 5d: Part 4b Section 5e: Part 4b

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **THE SCIENCE AND MEDICINE MIDDLE SCHOOL** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

THE SCIENCE AND MEDICINE MIDDLE SCHOOL 366 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is 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 Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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 18	Borough Brooklyn	School Number 366
School Name The Science and Medicine Middle Sch		

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 Dennis Herring Jr.	Assistant Principal Michelle Patrovani
Coach type here	Coach K. Cambry/Math
ENL (English as a New Language)/Bilingual Teacher Alba Ruginis	School Counselor E. P. Campbell, Evens Barreau
Teacher/Subject Area Galia Weiss/ELA	Parent type here
Teacher/Subject Area T. McDonald/SE Math & SS	Parent Coordinator Pamella Ferrari-Easter
Related-Service Provider Kevin Gail/SETSS	Borough Field Support Center Staff Member Christine Etienne
Superintendent Beverly Wilkins	Other (Name and Title) R. Lamanno/IEP Liaison

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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <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)	501	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	6
SIFE	60	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	1

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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
TOTAL	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): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								2	1					0
Haitian							2	6	5					0
French								1						0
Korean														0
Punjabi												0		0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1			0
7	6	3			0
8	3	2			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	1		1						0
7	6		3						0
8	3		2						0
NYSAA	0		0						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.
The school uses the NYS ELA and Math exam data, the DRP (Degrees of Reading Power) data, the Wilson Screening and the Fountas and Pinnell running Records Assessment to assess ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In general, across proficiency levels & grades ELL/ENL students were weakest in writing. Listening skills were a bit better. This was followed by reading skills. ELL/ENL students' speaking skills were at the highest level among ELL/ENL students across proficiency levels & grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Since the majority of students are lowest performing in writing for the 2014-2015 school year, the ENL teacher will focusing on writing everyday with her students. She will teach/model & then support students as they practice grade level essays and short written responses aligned with NYS Common Core Learning Standards. The ENL Teacher will also emphasize listening and reading comprehension skills development, as well as use a variety of small group discussion protocols to promote student advancement in the listening modality. She will engage in weekly collaborative planning sessions with ELA teachers on each grade level to ensure that she aligns the work she is doing with the ELLs with the grade level curriculum and requirements for all students. Furthermore, the ENL teacher will utilize videos, visuals, manipulatives, games, music, hands-on-activities, student buddies, and collaborate with teachers to adjust seat placement in the classroom to promote participation and learning.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. We utilize a stand alone ENL program, thus we do not administer native language assessments. We have no data to compare ELLS performance in English versus their native languages. In general, as students progress from one grade to another, their NYSESLAT test scores tend to increase. However across all three grade levels there are students who have remained at the same level for several consecutive years.
- b. The school leadership & teachers are using content area ELA & Math Periodic Assessments to gain understanding of students strengths & deficiencies. The assessment data is used to drive instructional planning for individual students. In terms of L2 reading, the Periodic Assessment data shows that ELLs struggle the most with determining the meaning of unfamiliar words in the text, figurative language, drawing conclusions & making inferences. In terms of L2 writing, the ELLS have the most difficulty with producing well developed, organized written responses based on the the information they have read and have to consolidate/analyze. During weekly ELA/content common planning meetings and Tuesdays' interdisciplinary team meetings teachers discuss strategies they can implement in their instruction to provide support for ELL students based on the results of the assessment data.
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*.]
NOT APPLICABLE.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The school leadership & teachers are using State testing data, content area ELA & Math Periodic Assessments, the DRP results, and in-classroom informal assessments to gain understanding of students strengths & deficiencies. The assessment data is used to drive instructional planning for individual students. During weekly ELA/content common planning meetings and Tuesdays' interdisciplinary team meetings teachers discuss strategies they can implement in their instruction to provide support for ELL students based on the results of the assessment data.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- NOT APPLICABLE.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Student success/AYP is evaluated based on a combination of portfolios work (including beginning-year baseline assessment tasks and pre and post unit assessments) rubric-based/assessed written and project work, report card grades, and the NYSESLAT scores to document students' progress in ELA reading, writing, speaking and listening skills.

Part IV: ELL Identification Process

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

- 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.
We generally do not have new ELLs registering at our school. We initially identify the ELLs through the LIST Noticed student information we receive via ATS in June. In August, when LIST noticed information is more complete and NYS Testing data is available, we gather additional information about each ELL student and their competencies. As studnets files come in from the elementary feeder schools, office staff review each Cumulative Record to ensure that all necessary paperwork is enclosed.
Parents of new possible ELLs would be asked to fill out the HLIS for students: This survey and interview would be conducted by a certified ESL/ENL teacher. If necessary, interpretation services would be provided to assist parents in completing the forms. If a student speaks a primary language in the home other than English, the ESL teacher would then administer the LAB-R exam to determine the English proficiency level of the student. LEP (limited English proficient) students who are classified as such based on LAB_R or NYSESLAT scores will be annually assessed in May using the NYSESLAT exam. This will help the LAP team members (principal, assistant principal, ESL/ENL teacher, Special Education Liaison and teacher volunteers) and each ELL student's parent/guardian to monitor and evaluate each student's progress in English proficiency. If a student also has an IEP, the LPT (Language Proficiency Team, made up of the Assistant principal, Special Education Liaison, certified ESL/ENL teacher and Parent) will also review student work and the IEP to determine if the student is eligible to take the NYSITELL.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE students (Students with Interrupted Formal Education) are identified through the administration of the HLIS (Home Language Identification Survey) completed at the time of student enrollment, combined with student work and conversations with the student about past educational experiences.

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).

Newly enrolled students with IEPs are identified initially through the LIST Noticed student information, and verified through SESIS and communication with the parent. Services are provided based on thorough review of their IEPs and the mandates and needs indicated in the documents. When necessary former schools are contacted for additional or clarification of information presented in the IEPs. The LPT (Language Proficiency Team) made up of the Assistant Principal, the ESL/ENL teacher, and the IEP Liaison, works with the parent.

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.

To ensure completion, forms are completed by parents on the day their child is enrolled at IS 598. If the NYSITELL is administered, and the student is determined to be an ELL, an entitlement letter for ESL is sent home. If the parent notification of ESL service eligibility letter is not returned, the ESL teacher makes a follow up phone call to the parent.

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).

Upon enrollment of the student, parents are informed of their rights and informed of the steps necessary to appeal their child's ELL status if they should choose to do so.

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.

Upon admission to IS366, all parents of ELLS or potential ELLS are informed that the only program the school offers is a freestanding ESL/ENL program. If a parent desires a Bilingual or Dual language program for their child, the ESL/ENL teacher helps to connect the parent to a school offering the program their choice.

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.

We ensure completion by making sure that forms are completed by parents on the day they enroll their child at IS366. After the student is determined to be an ELL, an entitlement letter for ESL is sent home. If the parent notification of ESL service eligibility letter is not returned, the ESL/ENL teacher or parent coordinator or other staff who speak the native language makes a follow up phone call home to the parent.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The enrollment staff/main office personnel and pupil accounting secretary maintain all student records and thus, check to make sure that all Parent Survey & Program Selection forms have been returned. They keep a list of parents who have not completed or returned Parent Survey & Program Selection forms and contact them to ensure completion.

9. Describe how your school ensures that placement parent notification letters are distributed.

During September, the enrollment staff/main office personnel and pupil accounting secretary ensure that parent notification letters are distributed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All original copies of ELL documentation is maintained in each student's cum file in the main office. The ESL/ENL teacher also maintains copies of ELL documentation for each child in her office.

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 ESL/ENL teacher works collaboratively with the testing coordinator to verify the number of NYSESLAT exams the school needs to order for each grade. Prior to the exam, the ESL/ENL teacher discusses with the ELLs what they can expect during the NYSESLAT testing week as well as review test taking expectations (e.g. following the same procedures as they did with the NYS exams). Prior to the exam, the ESL/ENL teacher also trains at least two other teachers in the administration and scoring of the exams. During the week of the exam, the ESL/ENL teacher pulls students to administer each part of the exam. Students only sit for one exam a day (e.g. reading one day, listening the next day, etc.). Throughout the week, the ESL/ENL teacher and other testing staff keep a record of which students were administered each part of the exam and which students, if any, need to be pulled for make up test administration.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ESL/ENL teacher follows up with parents of ELL students during parent/teacher conference nights. She also enlists the support of the parent coordinator and office staff or staff who speak the native languages to follow-up with parents and have them complete any missing documentation.

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).
- Program choices are aligned with parent requests. Parents who have chosen to enroll their children at IS366 are aware that the only program offered at the school is a free-standing ESL program. 100% of ELL parents have chosen this program.

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.
 ELLS receive ESOL services through a push-in/pull-out format. Students receive small group instruction. Groups are no larger than 8-10 students per class, so as to provide more individualized support to meet their language acquisition needs. The ESL/ENL teacher pushes into ELA classes and pulls out groups of students to provide service in accordance with their levels, generally providing a 50-50 ratio of push in/pull out service. All ESL/ENL and content area instruction is aligned with the NYS Common Core Learning Standards and DOE curricula/scope and sequences. The goal is to facilitate language development while supporting students so they can master grade-level content knowledge in ELA, Social Studies, Science & Mathematics while building English language proficiency. On each grade ELLs are housed in three classes based on their ELL status and IEP designations and needs. Thus, ELLs are mixed heterogeneously with and have ample opportunity to learn from their native English speaking peers and ELLs who have already attained higher English proficiency levels. This also promotes the building of their social and cultural competencies. Some pull out groups bridge two grades.
 - b. TBE program. *If applicable.*
 NOT APPLICABLE
 - c. DL program. *If applicable.*
 NOT APPLICABLE
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)?
 We program the ESL/ENL teacher's program to ensure that the mandated number of instructional minutes per CR Part 154 are being met.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 The ESL/ENL teacher and IEP Liaison provide ongoing training for staff and recommend strategies (including, but not limited to visuals, web based resources, use of bilingual dictionaries and differentiated writing scaffolds) that the content area teachers can utilize to assist students language and learning needs. The school also administers a learning survey to all students early in the year, compiles that data by class, and disseminates that information to all teachers so that they are better equipped to target instruction to the primary learning modalities of students. This aids success in the content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 ELLs are not evaluated in their Native Language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 Throughout the school year ELLs are given rubric based tasks to support their development of and assess their English language fluency acquisition in all four modalities of reading, writing, listening and speaking.
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

All students are immersed in the classrooms with their peers.

- a. SIFE students also participate in small group instruction to work on developing their reading (e.g phonemic awareness, decoding and word study, and increasing sight word recognition), spelling, expanding their survival vocabulary as well as academic vocabulary & grammar skills.
- b. Newcomers receive both push in and pull out instruction that will help them to learn basic English.
- c. Emerging, Transitioning and Expanding ELLs receive instruction that will help them increase their reading fluency, academic vocabulary, comprehension, and oral and written expression. If issues other than language development present themselves, the ESL/ENL teacher will recommend the student for testing to determine if special services are needed.
- d. Long-term and Commanding ELLs receive instruction that focuses on their specific literacy deficiencies, and push them to become more comfortable with increasing complexity of language. They are also supported with organizational, test taking and study skill strategies and help with refining their oral expressive language skills.
- e. Former ELLs receive support primarily through their content area teachers who collaborate with the ESL/ENL teacher and review student work to determine what supports are necessary.

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.

The ESL/ENL teacher regularly monitors and assesses students re-identified as ELL or non-ELL. Where required, additional support is provided. Students also have the benefit of receiving at-risk social and emotional counseling services, if necessary.

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

Teachers follow the recommendations for ELL-SWDs as indicated in students’ individual IEPs. Teachers also receive ongoing guidance and support from the IEP liaison and ESL/ENL teacher.

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?

Teachers follow the recommendations for ELL-SWDs as indicated in students’ individual IEPs. The ESL/ENL teacher refers to the IEPs of ELLs identified as students with disabilities in order to understand and support their academic learning needs and goals while simultaneously facilitating their English language proficiency development. The Chapter 408 verification systems in place at the school ensure that the ESL/ENL teacher is aware of all changes to the ELL-SWDs IEPs’ throughout the year. Additionally, she attends all IEP meetings for ELL-SWD students and offers recommendations (based on each student’s individual progress) in collaboration with content area teachers for the new IEPs being developed. ELL-SWDs have equal access to everything their general education peers have access to.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

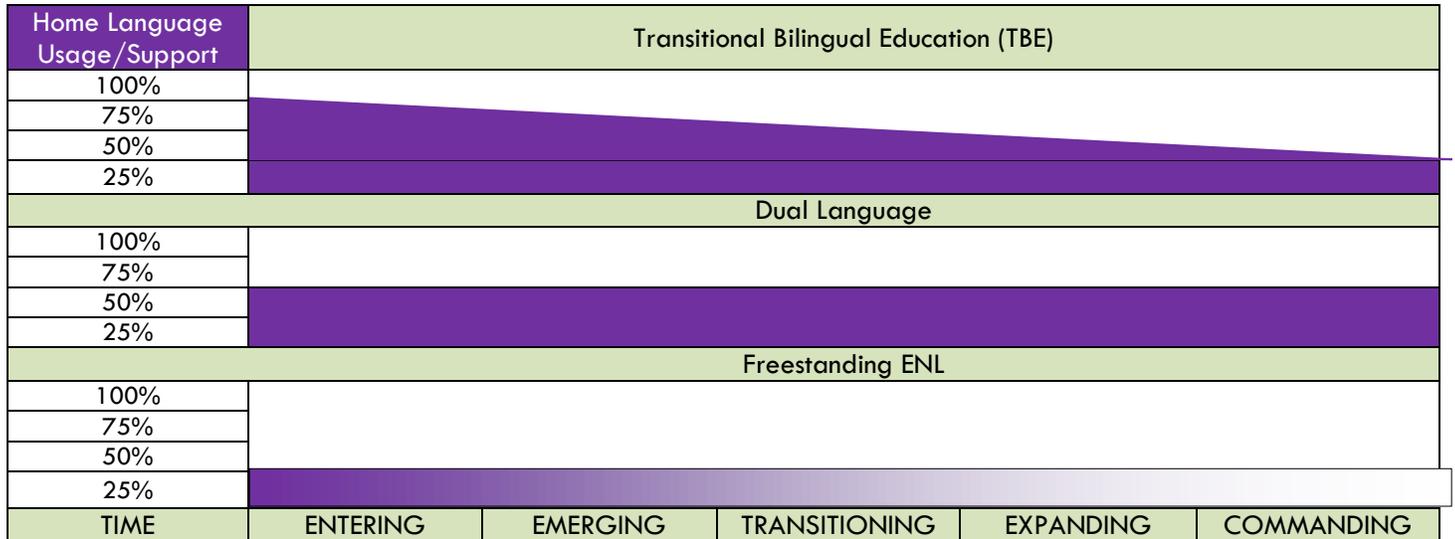


*Note “other approved services” does not apply to New York City at this time.

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. Students receive instruction in both ELA & Math that exceeds the NYS Education Department's required minimum number of hours of instruction per week. Teachers modify instruction to ensure that students receive targeted instruction catered to suit their individual strengths & weaknesses.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Ongoing collaboration between content area teachers and the ESL/ENL teacher, instructional planning, and ongoing in-school training of staff, enable students to have access to academic content. This collaboration, planning and training allows teachers to understand the language acquisition process, helps them better identify where students are struggling, and equips them with strategies for increasing ELL involvement and understanding in the classroom. Also, the dialogue helps the ESL/ENL teacher to know in what specific areas students are struggling so that she can target instruction to their needs.
12. What new programs or improvements will be considered for the upcoming school year?
No new programs are being considered at this time.
13. What programs/services for ELLs will be discontinued and why?
No programs for ELLS are being discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are able to participate in all extra curricular activities that their native speaking peers participate in.
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.
ELLs receive instructional support through smart boards, lap tops to access web based resources, bilingual dictionaries, leveled texts, visual aids, and writing scaffolds.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The home languages of our ELLs are Hatian Creole, Arabic and French. Our staff members who speak these languages provide additional support to the ELLs. We also make use of bilingual dictionaries to bridge language gaps.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All instruction, instructional texts and web based resources are provided at age and grade appropriate levels.
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).
There are currently no activities in place to assist newly enrolled ELLs before the beginning of the school year.
19. What language electives are offered to ELLs?
We currently offer Spanish. Beginning with the 2015-2016 incoming sixth graders, students will benefit from three years of Spanish language acquisition by the time they graduate.
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)?

NOT APPLICABLE.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ESL/ENL teacher will engage in ongoing professional development opportunities provided by the NYC Department of Education throughout the school year. She is also a member of TESOL & uses the organization as a professional reference.
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?
The ESL/ENL teacher and IEP Liaison provide ongoing in-school training for teachers of ELLs. Additionally, staff will benefit from professional development opportunities provided by our BFSC ELL/ENL specialist.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our ELLs have access to and are provided with counseling that allows them to express their social and emotional difficulties and needs due to the school transitions and those that might arise within their peer groups. Our two school counselors speak Haitian Creole and thus, can speak to the majority of our ELLs in their home language. As ELLs prepare to transition to high school, the 8th grade Guidance Counselor conducts classroom workshops about the application process, the different high schools and what the various ones have to offer. When possible, she takes students on trips to tour different high schools. The ESL/ENL teacher also discusses with 7th graders the importance of making observable academic gains as this may impact their high school enrollment.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.
The ESL/ENL teacher is sent out of the building for all mandated professional development sessions related to servicing the ELL students. Additionally, teachers are regularly sent to professional development sessions in their content areas and they are provided with dedicated time to turn key the training they receive to other members of their departments. Electronic and hard copies of agendas and attendance sheets are maintained for all professional development sessions held within the school. Administration and the payroll secretary also maintain records of which staff members attend external professional development sessions. When staff members return from these sessions they are required to submit Professional Learning Forms that highlight the training received and how they plan to utilize/turn key such training. They also submit a copy of all materials received so as to continue building a resource library for all staff.

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?

Parents are invited to and encouraged to attend the school's Open School Night at the beginning of the school year. They are also encouraged to attend parent/teacher conferences throughout the school year. Additionally, parents are notified about their child's English language acquisition progress throughout the year through mid quarter progress reports, end quarter report card grades and comments, and end quarter SESIS progress reports as required. The school's parent coordinator, Ms. Ferrari-Easter, is available to support all parents, as well as invite them to all parent activities throughout the school year.

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.

The ESL/ENL teacher is required to keep a log of all parent outreach efforts by phone, all meetings and the outcomes of those meetings, and keep copies of all written communication that is sent home.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are encouraged to participate and be involved in all of the school activities that parents of native English speaking students are involved in. Translation services are regularly provided by staff members who speak the native languages of the parents to inform them of all opportunities for participation and to facilitate their full participation at meetings scheduled for their individual children.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We currently partner with IACRL (Italian American Civil Rights League).
5. How do you evaluate the needs of the parents?

The school uses informal feedback provided chiefly through one-to-one conversations with ELL parents to determine their individual needs.

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

Upon request, parents who do not speak or read English are provided with written communication home in their native language, such as Haitian Creole, Arabic, and Spanish.

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:

Part VI: LAP Assurances

School Name: SCIENCE AND MEDICINE MS 366		School DBN: 18K366	
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)
Dennis Herring	Principal		10/20/15
Michelle Patrovani	Assistant Principal		10/20/15
Pamella Ferrari Easter	Parent Coordinator		10/20/15
Alba Ruginis	ENL/Bilingual Teacher		10/20/15
	Parent		10/20/15
Galia Weiss/ELA	Teacher/Subject Area		10/20/15
Thomas Mc.Donald/SE Math & SS	Teacher/Subject Area		10/20/15
Karine Cambry/Math	Coach		10/20/15
	Coach		10/20/15
vens Barreau	School Counselor		10/20/15
Beverly Wilkins	Superintendent		10/20/15
Christine Etienne	Borough Field Support Center Staff Member _____		10/20/15
	Other _____		10/20/15
	Other _____		10/20/15
	Other _____		10/20/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K366**

School Name: **Science and Medicine Middle School**

Superintendent: **Beverly Wilkins**

Before you begin, please check the following:

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

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

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

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

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

To assess the language preferences of the ELL parent community for both written and oral communication, our school staff does the following:

1. The LAP team reviews the ATS LIST Notice in June to initially identify incoming ELL students. The ELLs student list is updated throughout July - August and in September, as new registrants come in.
 2. The CUM records are reviewed by office staff as they come in and checked to make sure that all pertinent ELL documents, including the HLIS are included. The parent language preferences indicated therein are noted.
 3. Blue Emergency Cards are also reviewed for language preferences.
 4. The pupil accounting secretary also speaks with parents directly, as well as checks ATS screens, including the RLER (NYSESLAT Eligibility Roster), the RNMR (NYSESLAT Combined Modality Report) and PARU (Preferred Language Reading) to determine and update home language preferences of parents.
 5. Additionally, the parent coordinator and ENL teacher reach out to families directly and employ various staff members (who speak Amoy, Arabic, Bengali, French, Fulani, Hatian Creole, Hebrew, Mandarin, Russian and Spanish, to provide interpretation services if necessary, to ensure that all data is obtained and verified.
- 3.39% of our population is ELLs. The home language of 76% of these is Hatian Creole and 17.6% Arabic. Four of our staff members, including one guidance counselor, speak and provide interpretation and translation services to parents in Hatian Creole. One staff member provides the services in Arabic.

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.

The preferred languages for both written and oral communication represented by parents are: Hatian Creole, French and Arabic.

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.)

During the first week of school in September, we send out the SMMS School Calendar with all DOE essential dates, and our school specific dates and times, including school closings, vacations, New York State Testing dates, Regents (Integrated Algebra and Living Environment), Mid-quarter progress report dates, Quarterly report card/SEIS Progress Report dates, and Parent-Teacher Conference dates. This document also includes essential email and phone contact numbers for administration, deans, guidance counselors and the parent coordinator.

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.

Our formal face-to-face meetings with parents will occur as follows:
Wednesday, September 16, 2015 (4:30 PM-7:30 PM) - Parent Teacher Conference #1
Wednesday, September 30, 2015 (6:00 PM) - High School Application Process: Grade 8
Thursday, October 1, 2015 (6:00 PM) - High School Process Information Night: Grade 7
Tuesday, November 17, 2015 (1:00 - 3:00PM & 4:30 - 7:30 PM) - Parent Teacher Conference #2 (11:20AM dismissal)
Thursday, March 17, 2016 (1:00 - 3:00PM & 4:30 - 7:30 PM) - Parent Teacher Conference #3 (11:20AM dismissal)

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.

Except where centrally produced critical communications exist in the above indicated languages, identified translation needs indicated in Part B will be provided in-house by school staff. Documents will be translated in the various home languages and sent home at the same time English communications are sent. When translation is not possible, we will send home a cover letter or notice on the face of the English document in the appropriate language.

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.

Identified interpretation needs indicated in Part B are provided in-house by school staff. Our parent-coordinator, IEP Liaison, office staff and ENL teacher coordinate with all parties to ensure that interpretation services are provided via phone and in-person.

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.)

We do not use any of these services at this time. Staff understands the A-663 Chancellor's Regulations and thus engage the office staff, parent coordinator, ENL teacher and administration as necessary to ensure that all translation and interpretation services are provided.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

We will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulations A-663 by doing the following:
1. Providing each parent whose primary language is a covered language and who require assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. This will be provided in the parents' home/preferred language.

2. Posting at or near the primary entrance of the school, a sign in each of the covered languages, indicating the availability of interpretation services.
3. Ensuring that the school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Part F: Monitoring and Quality Control

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

The school currently uses informal feedback provided chiefly through one-to-one conversations with ELL parents to gather feedback from parents on the quality and availability of services. We have considered developing and using a survey, which we will make available in the parents home/preferred languages identified above, to gather tht feedback, but we have not yet done so.