



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** \_\_\_M.S. 144 MICHELANGELO MIDDLE SCHOOL\_\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** \_\_\_11X144\_\_\_\_\_

**PRINCIPAL:** \_\_\_J. KABINOFF\_\_\_\_\_ **EMAIL:** \_\_\_JKABINO@SCHOOLS.NYC.GOV\_\_\_\_\_

**SUPERINTENDENT:** \_\_\_\_\_ELIZABETH WHITE\_\_\_\_\_

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Jeremy Kabinoff	*Principal or Designee	
Karlene Turner	*UFT Chapter Leader or Designee	
Angela Campbell	*PA/PTA President or Designated Co-President	
Cheryl Nobile	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ellen Barrett	Member/ Assistant Principal	
Debra Hendry	Member/ Teacher	
Audrey Henry	Member/ Teacher	
Angelica Joseph	Member/ Parent	
Audrian Rose	Member/ Parent	
Euchavia Ilo	Member/ Parent	
Andre White	Member/ Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- To increase student achievement in English Language Arts. By June 2012, the number of students who attain Level 2 on the NYS examination will decrease by 3%.

### **Comprehensive needs assessment**

- This area was an area in need of improvement noted in the JIT and Quality Reviews.

### **Instructional strategies/activities**

- Implement new mastery tests which focus on NYS Performance Indicators and State Exam. (September 2011-June 2012)
- Implement Fountas & Pinnell to identify needs of all students and ensure appropriate placement of all students in guided reading groups. (September 2011-June 2012)
- Obtain guided reading materials for all level readers. (November 2011-June 2012)
- Analyze Predictive and Instructionally Targeted Assessments to find student/whole class/whole grade-level areas of strength and deficit for targeted instruction (November 2011, January 2012, March 2012)
- Analyze pre and post assessments, to collaborate on instructional strategies needed (September 2011, June 2012)
- Ensure the use of standard-based rubrics for student responses to short answer questions. (September 2011-June 2012)
- Use data to plan for intervention strategies and tracking progress. (September 2011-June 2012)
- Differentiate instruction based on analysis of data presented in ARIS, and Acuity, as well as the standards based item analysis profile (September 2011-June 2012)
- A common planning period for ELA teachers has been scheduled weekly. (September 2011-June 2012)
- Extended day 50 minute time block will be used for individualized student need based on data driven remedial instruction. (2 times per week) (September 2011-June 2012)
- Revise the curriculum maps for grades 6-8 to coincide with the new CCLS (October 2011-June 2012)
- Establish portfolio based curriculum based upon the NYS Standards, as well as the CCLS (September 2011-June 2012)
- Analyze the New York State exams, Pre and Post baseline assessments, ITAs, and Predictive Exams as well as Unit, Mastery and Quarterly Exams to collaborate on necessary instructional strategies. (September 2011-June 2012)
- Establish protocols to analyze student work to collaborate on needed intervention strategies. (September 2011-June 2012)
- Utilize ARIS and Acuity to determine groupings for differentiation. (September 2011-June 2012)
- Use the data collected from all assessments and the item analysis profile to review curriculum maps and make necessary changes. (September 2011-June 2012)
- Use NY Start to analyze data of previous year's state exam of the needs that grade level. (September 2011-June 2012)
- Establish standards based rubrics for student based reading and writing. (September 2011-June 2012)
- Establish a curriculum committee to regularly revisit curriculum maps, in order to include the new CCLS to make data-based adjustments as indicated. (November 2011-June 2012)
- Increase number of students reading independently. (September 2011-June 2012)

- Professional Development for new teachers on differentiating instruction. (September 2011-June 2012)
- Distribute high frequency word lists to teachers. (November 2011)
- Implement Citywide Literacy Expectation. (February 2012)
- Focus on questioning to promote critical thinking during unit planning and selecting required portfolio questions. (September 2011-June 2012)
- Use data to plan for intervention strategies and tracking progress. (September 2011-June 2012)

#### **Strategies to increase parental involvement**

We have employed a number of strategies to increase the level of parent involvement through the use of an online grade book called TeacherEase, and each teacher has a webpage through Wiki Spaces where homework is posted nightly for parents to keep abreast of. We have also employed Phone Master for phone calls to monitor student attendance, regular email blasts, monthly letters and a monthly calendar of various events happening in and around the school. We also have numerous Family Nights and Parent Association Meetings held throughout the school year.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued attendance at all job fairs
- New teacher training program
- August conference with the principal to prepare for the opening of school
- Buddy concept for all new teachers
- Mentors and coaches in addition to Assistant Principal study groups to help classroom teachers become successful
- A program schedule that is mindful of the demands of the classroom teacher
- PD in use of ARIS and ACUITY
  
- Coaches and Administration will provide ongoing professional development to ensure effective use of strategies rubrics, curriculum maps, unit planning and data folders
  
- Best practices to be shared at Department Meetings: Teacher Practice
  
- PD by CFN for teachers, coaches, administration which will include Students with Disabilities and English Language Learners
  
- Per-diem funds will be utilized so all pedagogues can participate in high quality PD and inter-visitations
  
- Mentor program

#### **Service and program coordination**

- We are currently partnering with the Supplemental Educational Services (SES) programs: 21<sup>st</sup> Century Sports & Arts, and Innovative Educational Program to allow for maximum student participation.

#### **Budget and resources alignment**

- Provide professional development in the use of Fountas & Pinnell Benchmark Assessment Kit as well as Guided Reading.
- Provide Depth of Knowledge (DOK) and Bloom's Taxonomy verbs and question starters to teachers.
- Literacy Coach will provide ongoing professional development to ensure effective use of strategies, rubrics, and data.
- Create a PD plan so that all teachers know how to use, analyze and differentiate their data.

- Provide professional development in use of ARIS, Acuity and Performance Series ongoing throughout the year.
- Literacy Coach will provide ongoing professional development to ensure effective use of strategies, rubrics, and data.
- Best Practices to be shared at Department meetings: Teacher practice and research
- Professional Development by CFN for coaches, which will include Special Education and ELL teachers.
- Provide NYS Performance Indicators for teachers to reference and align student goals.
- Provide access to Continuum of Literacy Learning for all ELA teachers to target student needs.
- Common planning to serve the needs of Special Education students as well as the needs of the teachers.
- Professional Development by CFN for coaches, which will include ELA teachers.
- Resources: Principal, Assistant Principals, teachers, coaches, guidance counselors
- Budget: see FY 2011-2012 budget, tax levy and Title 1 funds

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- BY June 2012, the number of students in the ELL subgroup will show a 5% improvement in ELA performance levels 1 and 2 as compared to the 2010-2011 NYS ELA results.

### **Comprehensive needs assessment**

- Our school did not make AYP in this subgroup on the 2010-11 school year Report Card. Additionally this subgroup was an area in need of instructional improvement in the JIT and Quality Reviews.
- In previous years, we have not met our Effective AMO target number. Please see chart below:

School Year	Test Performance Performance Index	Performance Objectives Annual Measurable Objectives (AMO)
2006-07	87	110
2007-08	95	118
2008-09	128	131*
2009-10	122	135

\*AYP was met this year due to the Safe Harbor Provision

### **Instructional strategies/activities**

- Revise curriculum maps to include modifications and standards for ELLs. (September 2011-June 2012)
- Provide explicit vocabulary instruction and strategies. (September 2011-June 2012)
- Increase the number of listening centers in the classroom and audio books available to the classrooms. (December 2011-June 2012)
- Implement the use of online program, Uptown Education, for beginner and long-term ELLs. (December 2011-June 2012)
- Use of Performance Series to assess and monitor progress and give student assignments. (September 2011-June 2012)
- Administer assessments based on Performance Indicators and remediate when needed (Mastery Exams). (September 2011-June 2012)
- Increase number of students reading independently. (September 2011-June 2012)
- Obtain guided reading materials for all level readers. (November 2011-June 2012)
- Professional Development for new teachers on differentiating instruction. (September 2011-June 2012)
- Distribute high frequency word lists to teachers. (November 2011)
- A common planning period for ELA teachers has been scheduled weekly. (September 2011-June 2012)
- Extended day 50 minute time block will be used for individualized student needs based on data driven remedial instruction. (2 times per week) (September 2011-June 2012)
- Increase content area vocabulary. (September 2011-June 2012)
- Increase the number of listening centers in the classroom and audio books available to the classrooms. (November 2011-June 2012)

- Implement Citywide Literacy Expectation with modifications for English Language Learners. (February 2012)
- Use of Fountas & Pinnell to ensure appropriate placement in reading level groups and assess independent reading levels. (September 2011-June 2012)
- Provide Wilson Reading Program for ELLs that test in. (September 2011-June 2012)
- Record and document independent reading. (September 2011-June 2012)
- Establish portfolio based curriculum based on the NYS Performance Indicators as well as CCLS. (September 2011-June 2012)
- Establish standards based rubrics for student writing (September 2011-June 2012)
- Establish a curriculum team to regularly meet and revisit curriculum maps to make data based adjustments as indicated. (September 2011-June 2012)
- Increase student centered activities as well as partner and small group work (September 2011-June 2012)
- Administer mastery and unit exams aligned with NYS Performance Indicators and CCLA; identify areas of weakness and provide remediation instruction. (September 2011-June 2012)

#### **Strategies to increase parental involvement**

- We have employed a number of strategies to increase the level of parent involvement through the use of an online grade book called TeacherEase, and each teacher has a webpage through Wiki Spaces where homework is posted nightly for parents to keep abreast of. We have also employed Phone Master for phone calls to monitor student attendance, regular email blasts, monthly letters and a monthly calendar of various events happening in and around the school. We also have numerous Family Nights and Parent Association Meetings held throughout the school year.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued attendance at all job fairs
- New teacher training program
- August conference with the principal to prepare for the opening of school
- Buddy concept for all new teachers
- Mentors and coaches in addition to Assistant Principal study groups to help classroom teachers become successful
- A program schedule that is mindful of the demands of the classroom teacher
- PD in use of ARIS and ACUITY
- Coaches and Administration will provide ongoing professional development to ensure effective use of strategies rubrics, curriculum maps, unit planning and data folders
- Best practices to be shared at Department Meetings: Teacher Practice
- PD by CFN for teachers, coaches, administration which will include Students with Disabilities and English Language Learners
- Per-diem funds will be utilized so all pedagogues can participate in high quality PD and inter-visitations
- Mentor program

**Service and program coordination**

- We are currently partnering with the Supplemental Educational Services (SES) programs: 21<sup>st</sup> Century Sports & Arts, and Innovative Educational Program to allow for maximum student participation. We also have funds allocated in Title III LEP that allows for the implementation of the above items. SINI funding also allows for providing tutorial time for the students.

**Budget and resources alignment**

- Provide Professional Development to teachers on use of Uptown Education
- Create a PD plan so that all teachers know how to use, analyze and differentiate their data
- Provide professional development in use of ARIS, Acuity and Performance Series ongoing throughout the year.
- Professional Development by CFN for coaches, which will include ELL teachers.
- Provide professional development in the use of Fountas & Pinnell Benchmark Assessment Kit as well as Guided Reading.
- Literacy Coach will provide ongoing professional development to ensure effective use of strategies, rubrics, and data.
- Best Practices to be shared at Department meetings: Teacher practice and research
- Professional Development by CFN for coaches, which will include Special Education and ELL teachers.
- Provide Depth of Knowledge (DOK) and Bloom's Taxonomy verbs and question starters to teachers.
- Provide NYS Performance Indicators for teachers to reference and align student goals.
- Provide access to Continuum of Literacy Learning for all ELA teachers to target student needs.
- Common planning to serve the needs of Special Education students as well as the needs of the teachers.
- Resources: Principal, Assistant Principals, teachers, coaches, guidance counselors
- Budget: see FY 2011-2012 budget, tax levy and Title 1 funds

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

BY June 2012, the number of students in the special needs subgroup will show a 5% improvement in ELA performance levels 1 and 2 as compared to the 2010-2011 NYS ELA results

#### **Comprehensive needs assessment**

- Our school did not make AYP in this subgroup on the 2010-11 school year Report Card. Additionally this subgroup was an area in need of instructional improvement in the JIT and Quality Reviews.
- Please reference chart below:

School Year	Test Performance Performance Index	Performance Objectives Annual Measurable Objectives (AMO)
2006-07	84	114
2007-08	108	125
2008-09	132	136*
2009-10	116	147

\*AYP was met this year due to the Safe Harbor Provision

#### **Instructional strategies/activities**

- Increase number of students reading independently. (September 2011-June 2012)
- Obtain guided reading materials for all level readers. (November 2011-June 2012)
- Professional Development for new teachers on differentiating instruction. (September 2011-June 2012)
- Distribute high frequency word lists to teachers. (November 2011)
- Increase content area vocabulary. (September 2011-June 2012)
- Increase the number of listening centers in the classroom and audio books available to the classrooms. (September 2011-June 2012)
- A common planning period for ELA teachers has been scheduled weekly. (September 2011-June 2012)
- Extended day 50 minute time block will be used for individualized student need based on data driven remedial instruction. (2 times per week) (September 2011-June 2012)
- Implement Citywide Literacy Expectation with modifications for Students with Disabilities. (February 2012)
- Ensure the use of standard-based rubrics for student responses to short answer questions. (September 2011-June 2012)
- Focus on questioning to promote critical thinking during unit planning and selecting required portfolio questions. (September 2011-June 2012)
- Use data to plan for intervention strategies and tracking progress of Students with Disabilities. (September 2011-June 2012)
- Revise curriculum maps to have modifications for Students with Disabilities. (September 2011-June 2012)
- Continue with the use of the Point of Entry Model of Instruction. (September 2011-June 2012)
- Differentiate instruction based on data analysis especially for special needs students. (September 2011-June 2012)

- Principal, Literacy Coach, and Assistant Principal will do instructional rounds to gather data regarding the level of rigor in the ELA classroom. (September 2011-June 2012)
- Analyze the New York State exams, Pre and Post baseline assessments, ITAs, and Predictive Exams as well as Unit, Mastery and Quarterly Exams to collaborate on necessary instructional strategies. (September 2011-June 2012)
- Establish protocols to analyze student work to collaborate on needed intervention strategies. (September 2011-June 2012)
- Utilize ARIS and Acuity to determine groupings for differentiation. (September 2011-June 2012)
- Use the data collected from all assessments and the item analysis profile to review curriculum maps and make necessary changes. (September 2011-June 2012)
- Use NY Start to analyze data of previous year's state exam of the needs that grade level. (September 2011-June 2012)
- Implement use of Fountas & Pinnell to assess students' independent reading level. (September 2011-June 2012)

#### **Strategies to increase parental involvement**

- We have employed a number of strategies to increase the level of parent involvement through the use of an online grade book called TeacherEase, and each teacher has a webpage through Wiki Spaces where homework is posted nightly for parents to keep abreast of. We have also employed Phone Master for phone calls to monitor student attendance, regular email blasts, monthly letters and a monthly calendar of various events happening in and around the school. We also have numerous Family Nights and Parent Association Meetings held throughout the school year.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued attendance at all job fairs
- New teacher training program
- August conference with the principal to prepare for the opening of school
- Buddy concept for all new teachers
- Mentors and coaches in addition to Assistant Principal study groups to help classroom teachers become successful
- A program schedule that is mindful of the demands of the classroom teacher
- PD in use of ARIS and ACUITY
- Coaches and Administration will provide ongoing professional development to ensure effective use of strategies rubrics, curriculum maps, unit planning and data folders
- Best practices to be shared at Department Meetings: Teacher Practice
- PD by CFN for teachers, coaches, administration which will include Students with Disabilities and English Language Learners
- Per-diem funds will be utilized so all pedagogues can participate in high quality PD and inter-visitations
- Mentor program

#### **Service and program coordination**

- We are currently partnering with the Supplemental Educational Services (SES) programs 21<sup>st</sup> Century Sports & Arts, and Innovative Educational Program to allow for maximum student participation. We also have funds allocated in Title III LEP that allows for the implementation of the above items. SINI funding also allows for providing tutorial time for the students.

**Budget and resources alignment**

- Provide professional development in the use of Fountas & Pinnell Benchmark Assessment Kit.
- Provide professional development in use of ARIS and Acuity ongoing throughout the year.
- Literacy Coach will provide ongoing professional development to ensure effective use of strategies, rubrics, and data.
- Best Practices to be shared at Department meetings: Teacher practice and research
- Professional Development by CFN for coaches, which will include Special Education and ELL teachers.
- Provide Depth of Knowledge (DOK) and Bloom's Taxonomy verbs and question starters to teachers.
- Provide NYS Performance Indicators.
- Provide access to Continuum of Literacy Learning for all ELA teachers to target student needs.
- Common planning to serve the needs of Special Education students as well as the needs of the teachers.
- Resources: Principal, Assistant Principals, teachers, coaches, guidance counselors
- Budget: see FY 2011-2012 budget, tax levy and Title 1 funds

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- BY June 2012, the number of students in the ELL subgroup will show a 5% improvement in Math performance levels 1 and 2 as compared to the 2010-2011 NYS Math results

### **Comprehensive needs assessment**

- This subgroup did not make AYP. It will address the findings of the Quality and JIT Reviews

### **Instructional strategies/activities**

- In order to empower teachers to improve student achievement and close the achievement gap, one out of three extended day blocks will be used for teacher teams to focus on inquiry, student outcomes, reviewing data, engaging in goal setting and revising practices.
- Teachers will work collaboratively as they align instruction to the grade level and individual goals. They will reflect and revise the curriculum maps.
- Teachers will focus on higher level questioning designed to increase understanding of mathematical concepts and vocabulary.
- Differentiated instructional strategies will be used to address the needs of all students.
- A common planning period for math teachers has been scheduled weekly.
- Professional development will be provided by the coach, administration, CFN #608 and educational consultants.
- AIS will be provided to targeted students to strengthen their mathematical skills and enhance their problem solving skills.
- Teachers will track progress using a math data folder which includes goals for each unit.
- Teachers will be supported as they work together to develop rigorous instructional strategies aligned to the Common Core State Standards.
- Teachers will analyze performance data including Ongoing and Periodic Assessments, Self-Assessments, mastery Assessments, Quarterly Assessments, Instructionally targeted Assessments, Predictive Assessments and the New York State Math Exam
- Teachers will confer with individual students to meet their individual needs.
- Teachers will utilize the data to monitor student progress and adapt individual goals properly.
- Teachers will engage in Professional Development to enhance their skills in teaching, monitoring and assessing the needs of individual students.

- Extended day 50 minute time block will be used for individualized student need based on data driven remedial instruction. (2 times per week)
- IEP after school program

### **Strategies to increase parental involvement**

Parents will have access to their child's grades by logging onto the on-line grade book, Teacher Ease and each teacher will have a wikispace where they will post important information and homework assignments. The Phone Messenger system will be used to inform parents when their child is late or absent from school. Monthly school letters will be distributed to students and there will be monthly PA meetings. Family nights will be held several times throughout the school year. The parent coordinator will be available to assist parents with any questions or concerns they may have.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued attendance at all job fairs
- New teacher training program
- August conference with the principal to prepare for the opening of school
- Buddy concept for all new teachers
- Mentors and coaches in addition to Assistant Principal study groups to help classroom teachers become successful
- A program schedule that is mindful of the demands of the classroom teacher
- PD in use of ARIS and ACUITY
- Coaches and Administration will provide ongoing professional development to ensure effective use of strategies rubrics, curriculum maps, unit planning and data folders
- Best practices to be shared at Department Meetings: Teacher Practice
- PD by CFN for teachers, coaches, administration which will include Students with Disabilities and English Language Learners
- Per-diem funds will be utilized so all pedagogues can participate in high quality PD and inter-visitations
- Mentor program

### **Service and program coordination**

- Student Work
- Data Folders
- Agendas and sign-in sheets
- Curriculum mapping
- Class visits

- Formal and informal observations
- Inquiry work: ARIS Space
- Quarterly student tracking
- Interim quarterly assessments
- Progress monitored from ACUITY and Teacher Ease
- Student portfolio
- Final determination from scores on the NYS math Exam and school accountability report

**Budget and resources alignment**

- Resources: Principal, Assistant Principals, teachers, coaches, guidance counselors
- Budget: see FY 2011-2012 budget, tax levy and Title 1 funds

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- By June 2012, the number of students in the special needs subgroup will show a 5% improvement in Math performance levels 1 and 2 as compared to the 2010-2011 NYS Math results

### **Comprehensive needs assessment**

- This subgroup did not make AYP. It will address the findings of the Quality and JIT Reviews

### **Instructional strategies/activities**

- In order to empower teachers to improve student achievement and close the achievement gap, one out of three extended day blocks will be used for teacher teams to focus on inquiry, student outcomes, reviewing data, engaging in goal setting and revising practices.
- Teachers will work collaboratively as they align instruction to the grade level and individual goals. They will reflect and revise the curriculum maps.
- Teachers will focus on higher level questioning designed to increase understanding of mathematical concepts and vocabulary.
- Differentiated instructional strategies will be used to address the needs of all students.
- A common planning period for math teachers has been scheduled weekly.
- Professional development will be provided by the coach, administration, CFN #608 and educational consultants.
- AIS will be provided to targeted students to strengthen their mathematical skills and enhance their problem solving skills.
- Teachers will track progress using a math data folder which includes goals for each unit.
- Teachers will be supported as they work together to develop rigorous instructional strategies aligned to the Common Core State Standards.
- Teachers will analyze performance data including Ongoing and Periodic Assessments, Self-Assessments, Mastery Assessments, Quarterly Assessments, Instructionally Targeted Assessments, Predictive Assessments and the New York State Math Exam
- Teachers will confer with individual students to meet their individual needs.
- Teachers will utilize the data to monitor student progress and adapt individual goals properly.
- Teachers will engage in Professional Development to enhance their skills in teaching, monitoring and assessing the needs of individual students.
- Extended day 50 minute time block will be used for individualized student need based on data driven remedial instruction. (2 times per week)

**Strategies to increase parental involvement**

Parents will have access to their child's grades by logging onto the on-line grade book, Teacher Ease and each teacher will have a wikispace where they will post important information and homework assignments. The Phone Messenger system will be used to inform parents when their child is late or absent from school. Monthly school letters will be distributed to students and there will be monthly PA meetings. Family nights will be held several times throughout the school year. The parent coordinator will be available to assist parents with any questions or concerns they may have.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Continued attendance at all job fairs
- New teacher training program
- August conference with the principal to prepare for the opening of school
- Buddy concept for all new teachers
- Mentors and coaches in addition to Assistant Principal study groups to help classroom teachers become successful
- A program schedule that is mindful of the demands of the classroom teacher
- PD in use of ARIS and ACUITY
  
- Coaches and Administration will provide ongoing professional development to ensure effective use of strategies rubrics, curriculum maps, unit planning and data folders
  
- Best practices to be shared at Department Meetings: Teacher Practice
  
- PD by CFN for teachers, coaches, administration which will include Students with Disabilities and English Language Learners
  
- Per-diem funds will be utilized so all pedagogues can participate in high quality PD and inter-visitations
  
- Mentor program

**Service and program coordination**

We are currently partnering with the Supplemental Educational Services (SES) programs 21<sup>st</sup> Century Sports & Arts, and Innovative Educational Program to allow for maximum student participation. We also have funds allocated in Title III LEP that allows for the implementation of the above items. SINI funding also allows for providing tutorial time for the students.

**Budget and resources alignment**

- PD in use of ARIS and ACUITY
- Coaches and Administration will provide ongoing professional development to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data folders
- Best practices to be shared at Department Meetings: Teacher Practice
- PD by CFN for teachers, coaches, administration which will include Students with Disabilities
- Per-diem funds will be utilized so all pedagogues can participate in high quality PD and inter-visitations
- Mentor program
- Resources: Principal, Assistant Principals, teachers, coaches, guidance counselors

- Budget: see FY 2011-2012 budget, tax levy and Title 1 funds

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	40	40			5	0	0	6
<b>7</b>	40	40			5	0	0	6
<b>8</b>	45	45	45	45	8	0	0	7
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Wilson Reading Program is provided to our lower level students in grades 7 and 8. This program uses centered-based learning to increase literacy skills. Academic Workout is used in grades 6 – 8. This program offers targeted skill instruction. Reading Rewards is used to assist in syllabic decoding.
<b>Mathematics</b>	During the school day: Extended Day small group instruction, Lunch and Learn. After School: Sports & Arts, Extended Day Math test prep, extended day Regents test prep.
<b>Science</b>	During the school day: Extended Day small group instruction, Lunch and Learn. After School: Sports & Arts, Extended Day Math test prep, extended day Regents test prep.
<b>Social Studies</b>	Students who failed Social Studies the first quarter will be invited to attend Extended Day. Students who continue to fail throughout the year and receive a failing grade in the final marking period will again be asked to attend Extended Day in the next grade. Those students who fail Social Studies in the first quarter of grade 8 are encouraged to attend Extended Day since they must pass Social Studies in order to meet promotional criteria. Student progress will be monitored and regular reports will be sent home. School guidance counselors will be assigned to provide “at-risk” counseling.
<b>At-risk Services provided by the Guidance Counselor</b>	Group and one-on-one counseling, PPC Conferences, PIP plans, RTI’s, Functional Behavioral counseling and parent consultation.
<b>At-risk Services provided by the School Psychologist</b>	Group, one-on-one counseling, PPC Conferences where they will become case managers for high risk students. Attendance - AIDP
<b>At-risk Services provided by the Social Worker</b>	Group, one-on-one counseling, PPC Conferences where they will become case managers for high risk students. Attendance – AIDP, MDR. Community Outreach for Adolescent Support.

**At-risk Health-related Services**

Parent Conferences when needed, Medical Referrals, 504 Accommodations for At-Risk  
Immunization, triage as needed, referrals, doctor sessions monthly to do physicals and  
wellness consultations.

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our 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 our school community;

Our 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. Our 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 our 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- 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;

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- 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; check on-line information provided about my child's progress in TeacherEase on-line grade book and teacher wikispace pages.
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 11X144 **School:** Michelangelo Middle School 144

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 **Restructuring Year 1**     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     **Comprehensive**

**Intervention:**     **School Quality Review (SQR)**     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*M.S. 144 did not make AYP in the following: ELA 3-8 (All students, Students with a disability, Black/African American, Hispanic, Limited English Proficient and Economically Disadvantaged) and Math 3-8 (All students, Students with a disability, Black/African American, Hispanic, Limited English Proficient and Economically Disadvantaged).*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

*Partnership with 21<sup>st</sup> Century and Innovative Education SES programs as well as in school A.I.S., Wilson intervention classes and 50 minute after school tutoring sessions.*

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

*Full time Literacy and Math Coaches will be programmed for the 2011-2012 school to assist and guide teachers throughout the school year. In addition, the Coaches will collaborate with the Assistant Principals and provide the staff with ongoing Professional Development with a focus on the Common Core Learning Tasks, curriculum mapping, guided practice/interventions for struggling students as well as lesson planning and lesson development.*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

*The Principal, Assistant Principals and Coaches will provide mentoring workshops that will entail: Common Core, lesson planning, data analysis, interventions and next steps.*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

*The school will disseminate information via: monthly newsletters, Parent Association Nights, teacher online web pages, teacherease.com email blasts and school messenger phone system.*

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz / Rudy Rupnarain</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>144</b>
School Name <b>Michelangelo MS 144</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Jeremy Kabinoff</b>	Assistant Principal <b>Ellen Barrett-Kelly</b>
Coach <b>Rachel Philbert</b>	Coach <b>type here</b>
ESL Teacher <b>Debra Hendry</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>951</b>	Total Number of ELLs	<b>57</b>	ELLs as share of total student population (%)	<b>5.99%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. The initial identification of those students who may possibly be ELL's includes administering the Home Language Identification Survey (HLIS) and the LAB-R. Parents are interviewed at the time of student registration and asked to complete the Home Language Identification Survey. Ms. Barret-Kelly, a licensed pedagogue administers the HLIS and conducts the initial informal interview. Within 10 days of enrollment the LAB-R is administered to the student. Spanish-speaking students who do not demonstrate proficiency on the LAB-R are subsequently given the Spanish LAB. The LAB-R is administered by the ELL Co-ordinator, Ms. Debra Hendry. An entitlement letter and Program selection letter is sent home after LAB-R results indicate the student is entitled to services. The NYSESLAT is given to all ELL students, during the timeframe of the New York State administration. Students who need to take the NYSESLAT are identified by the information on the RLAT ATS report. Ms. Hendry administers the Listening, Reading and Writing components of the NYSESLAT to groups of students - one group per grade level. She administers the Speaking component to individual students during the testing timeframe. The results of the NYSESLAT are used to evaluate the ongoing needs of the students.
2. To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free Standing ESL) a parent orientation meeting is held, and the parent is supplied with the appropriate information. Ms. Hendry, Ms. Barrett and Ms. Philbert (Literacy Coach) explain the three types of programs and answer parent questions. Ms. Olivella, a native Spanish-speaking pedagogue provides translation services for Spanish-speaking parents. If translation services for other languages are needed, the Office of Translation Services is contacted to provide assistance. Ms. Francine DeLoatch, the Parent Coordinator, follows-up with parents to insure that the Program Selection letter is returned and parent choices can be honored. Copies of the Program Selection letter are maintained in files kept by Ms. DeLoatch and in the ELL compliance binder.
3. The entitlement letters are distributed by Ms. Hendry, the ELL coordinator, and she collects the Parent Survey and Program Selection forms, which are then kept on file in the Compliance Binder. The common trend in program choices is that parents have requested free standing ESL.
4. Based on the HLIS, the initial informal interview and the LAB-R, students are placed in either the sheltered ESL class (beginners) or in the pull-out ESL program (intermediate and advanced students). Bilingual pedagogues in the school assist with translation services in Spanish when necessary. Most often when parents speaking other languages have come to the school they bring an English-speaking person with them to assist with registration. If no one at the school is able to assist with translation, the translation service available through the city is called for assistance. For students who have already been receiving ESL services, continued entitlement letters are sent home at the beginning of the school year along with information about the student's NYSESLAT scores. Letters indicating the discontinuation of services are also sent home to the parents of students who have tested as Proficient on the NYSESLAT. M.S. 144 only offers ESL services. If a parent wants their child to participate in a bilingual or TBE programs, that parent is provided with information about schools in the area that offer those programs.
5. M.S. 144 only offers an ESL program. After having the various program offers explained, all parents have opted to have their child placed in the free-standing ESL programs. 100% of the Parent Program Selection forms that have been returned over the last three years have chosen to place their child in our free standing ESL program.
6. Since there have never been any parents who have requested a Transitional Bilingual or Dual Language program, our current free-

standing ESL program is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	1	1	1	0	0	0	0	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	16
SIFE	5	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	14

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	24	5		19	0	13	14	0	3	57
Total	24	5	0	19	0	13	14	0	3	57

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other: \_\_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	10	10					34
Chinese								1						1
Russian														0
Bengali														0
Urdu							1	1						2
Arabic							5	2	1					8
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian							1	1						2
Other							1	4	3					8
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>20</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. Instruction is delivered in two organizational models. At Michelangelo we have a pull out program for advanced and intermediate students and a self-contained ESL class for beginning students. Our program models are block and heterogeneous scheduled. Classroom libraries are available in the students' native languages and content area resources are also available for ELL students.
2. Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in each program model. Explicit ESL instruction is delivered in each program to comply with mandates. Beginner and Intermediate ELL's receive instruction 360 minutes a week. Advanced students receive instruction 180 minutes a week. ELA instruction is delivered in each program model to comply with mandates. This is delivered 360 minutes a week. All students, beginners, intermediate, and advanced, receive ELA 360 minutes a week. All students, at all levels, receive Math instruction 360 minutes a week. All students, of all levels, receive 180 to 270 minutes of science and social studies instruction. NLA instruction is not available.
3. All content areas are taught in English and supported in the pull-out ESL model. This is done through both the self-contained model and block programming models. Instruction is differentiated for the ELL subgroups. Advanced and Intermediate students follow the school-wide block program for content area instruction and Beginners receive content area instruction in their self-contained class. Certified Math teachers provide instruction to students in the sheltered ESL classroom. These teachers use the Triumph math program and support language/vocabulary acquisition as well as content instruction. Ms. Verrino, a certified ESL teacher provides Social Studies and Science instruction in the sheltered classroom. Ms. Hendry provides ESL support in the pull-out program for students who are in English-only mainstream Science and Social Studies classes. Content area vocabulary and concepts are reviewed and reinforced.
4. Students may take the NYS math and science exam in their native language if the translated version is available. Students also use bilingual dictionaries when taking any exam.
- 5a. Our SIFE students receive ESL instruction based on the LAB-R and NYSESLAT scores. SIFE students are given the opportunity to join all SES programs, including IEP (Innovative Educational Programs) specifically targeted to the ELL population. We engage students in challenging theme-based curriculums to develop academic concepts. We draw on students' backgrounds, their experiences, cultures, and languages.
- 5b. Based on their NYSESLAT and LAB-R scores, ELL's in US schools less than 3 years may be placed in a self-contained class. All ELLs who have been in U.S. schools 0-3 years and are not placed in the self-contained class are placed in the pull-out program with ESL support for English language development and content area support. Extended Day services are available for ELL students. We strive to create confident students who value school and value themselves as learners. We organize the classroom to ensure that conversation between peers develops academic concepts and language.
- 5c. Our plan of service for ELL's receiving service 4-6 years, is a pull-out model. We have continuous ESL instruction based on the needs

## A. Programming and Scheduling Information

of the child, as well as based on the NYSESLAT scores. Vocabulary is repeated naturally as it appears in different content area studies.

5d. Long-Term ELL's (those who have completed 6 years) continue with their ESL instruction based on NYSESLAT scores. Language support is provided for these students in the ESL classroom. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Content areas are interrelated. Again, vocabulary is repeated naturally as it appears in different content area studies.

6. For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores, periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates students are placed in the class setting with supports outlined in their IEPs. Students are also part of the ESL pullout program, receiving services in accordance with test results and their IEPs. New textbooks adapted for ELLs will be used this year to align instruction with the Common Core Learning Standards. NY Test Ready, Uptown Education and a Performance Series will be used in the classroom.

7. ELL's identified as having special needs are provided with ESL instruction and all mandated services based on the needs outlined in their IEP.

### Courses Taught in Languages Other than English ⓘ

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

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

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

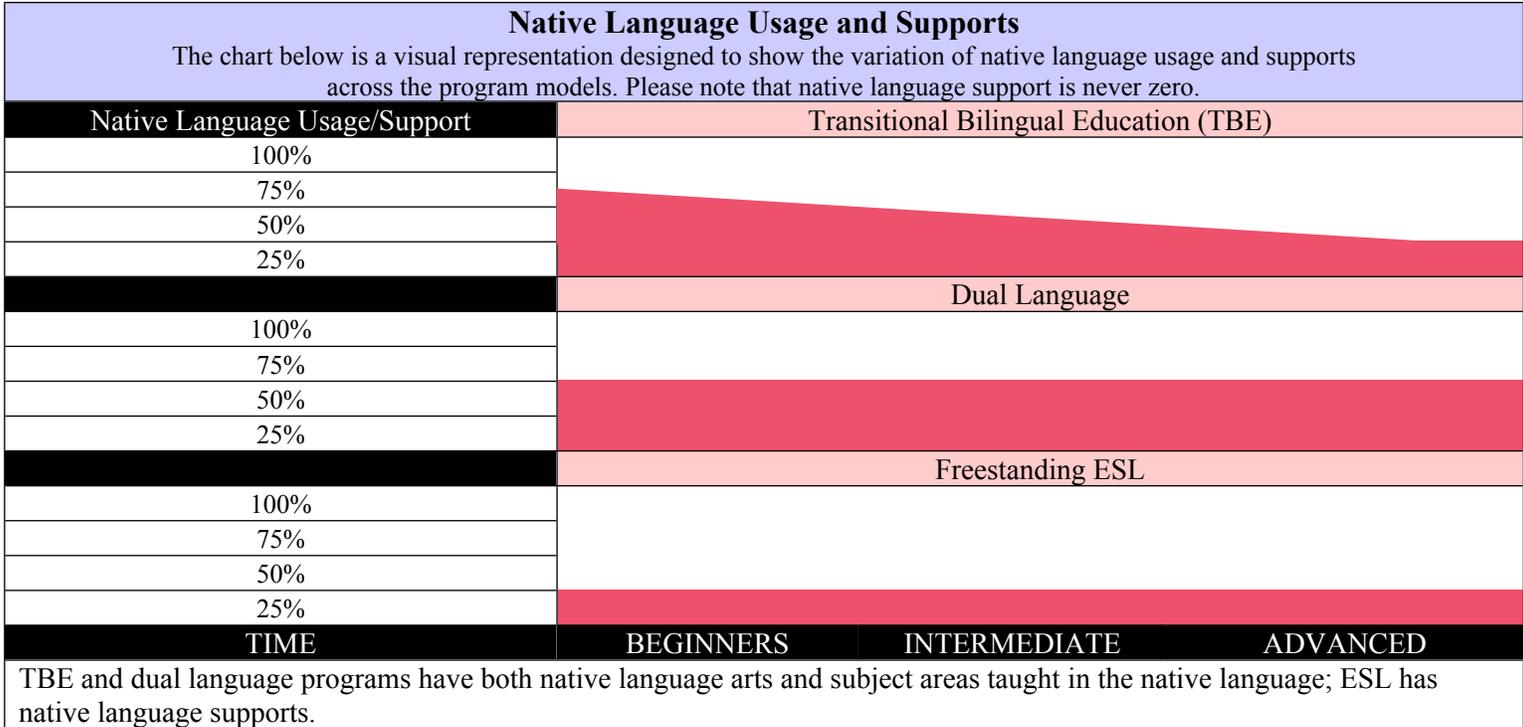
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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



## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here

8. Our targeted intervention programs for ELL's in ELA, Math, and other content areas include Sports & Arts homework assistance and IEP (Innovative Educational Programs) after-school services. For ELA, the Wilson Reading program is available for those who test into the program. All services are delivered in English. Students who, based on their NYS exam scores, are identified as in need of assistance are mandated to attend Extended Day support services on Tuesdays and Wednesdays. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers.

9. We also offer transitional support for two years for ELL's reaching proficiency on the NYSESLAT. Students receive extended time on the state exams and are tested in a separate location. They are also offered extended day support service.

10. Uptown Education, a computer based program for ELLs will be introduced this year. This program was selected because it is a computer based program that creates the opportunity to provide individualized and differentiated instruction.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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8. Our targeted intervention programs for ELL's in ELA, Math, and other content areas include Sports & Arts homework assistance and IEP (Innovative Educational Programs) after-school services. For ELA, the Wilson Reading program is available for those who test into the program. All services are delivered in English. Students who, based on their NYS exam scores, are identified as in need of assistance are mandated to attend Extended Day support services on Tuesdays and Wednesdays. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers.
9. We also offer transitional support for two years for ELL's reaching proficiency on the NYSESLAT. Students receive extended time on the state exams and are tested in a separate location. They are also offered extended day support service.
10. Uptown Education, a computer based program for ELLs will be introduced this year. This program was selected because it is a computer based program that creates the opportunity to provide individualized and differentiated instruction.
11. Rosetta Stone, Read 180 and Great Leaps are programs that will be discontinued this year. After analyzing Periodic Assessment and NYS exam results, it was determined that these programs did not support any growth or increase in student achievement.
12. ELLs are afforded equal access to all school programs. They are encouraged to participate in all activities by their classroom and ESL teachers. This year, a new after-school program (IEP) targeted specifically to providing content area support to ELLs has been added. The ELL Coordinator speaks to ESL students with ESL students to explain the programs offered and encourage them to attend. The after-school SES providers are self-funded. All supplemental services are offered in after-school programs.
13. Instructional materials used to support our ELLs include Wilson Reading and Uptown Education. These programs are computer based and interactive. They identify and target individual students needs and level of instruction. Also, Fountas and Pinnell is used to gather information on ELL students' fluency, comprehension and reading levels. Guided reading is provided according to student needs. Triumph Math is used to support ELLs in math and Spanish language texts are available for students in Science. Bilingual content area glossaries are available for all content areas.
14. Native Language support is delivered through the use of native language dictionaries, translated state tests (where appropriate). We encourage beginner students to write in their native language and then translate.
15. M.S. 144 is a grade 6-8 Middle School. All resources correspond with the ELL's ages and grade levels. Materials are leveled to match the students' proficiency levels and content is grade and age appropriate.
16. Support is offered for ELL's who are transitioning to middle school with a Parent orientation in the summer, as well as through the sixth grade transition program.
17. Students in Grade 8 are offered Spanish language instruction.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Professional development is offered through the Bronx BETAC as well as through CFN workshops. Workshops are offered on a monthly basis to all teachers and staff members who work with ELLs. Topics covered include areas such as how to adapt vocabulary in the content areas. The entire staff will receive professional development concerning ELLs on November 8 (Election Day) and will receive ongoing professional development at the monthly faculty meetings. Also, during weekly Thursday Inquiry time from 2:20pm to 3:10pm, there are opportunities for content area teachers to participate in staff development about instruction for ELLs in the content area.

2. The ELL coordinator works with staff, including classroom teachers and guidance counselors, to provide appropriate support ELL's who are transitioning to middle school. The ELL coordinator meets with the guidance counselors to support the transition of 8<sup>th</sup> grade students as they apply to high schools. A Parent orientation is held in the summer and there is a sixth grade transition program.

3. In addition to the monthly workshops and to insure that all staff members receive the minimum 7.5 hours of ELL training, a New Teacher Academy is held for new teachers who may benefit from additional training. Ms. Philbert, the Literacy Coach, maintains all agendas and records of attendance which are kept in the Compliance Binder.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. Parents are invited to the Parent Welcome Nights, as well as to the transitional program meeting the summer before their child begins at Michelangelo Middle School. Through conferences with the parents, we evaluate the needs of the parents. Our Parent Coordinator is in contact with parents to address their needs and concerns. M.S. 144 holds a High School Guidance night to which parents of all students including ELLs are invited. Assistance is provided to 8<sup>th</sup> graders and there parents concerning applying to high school.

2. At this time we do not have any school partnerships with other agencies or Community Based Organizations.

3. Needs of the parent are evaluated through informal meetings with individual parents, Parent Surveys and feedback at Parents' Association meetings. The needs of the parents are initially assessed through informal interviews when the students are registered at Michelangelo. Parents are encouraged to attend Open School night to discuss the needs and progress of their children. The Parent Coordinator is involved in ongoing outreach to parents, planning and inviting parents to workshops that are held periodically during the school year. Depending on the needs of the parents, some of the workshops are held during the school day and others are held in the evening. Translation services are provided when necessary by staff members who are bilingual in Spanish and English. When the need arises, The Office of Translation Services for those parents who speak languages other than English.

4. Parent involvement activities provide a forum for the parents of ELL students to be a part of the school community. Parents have the opportunity to ask questions, express concerns and meet other parents in the school.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							3	7	6					16
Intermediate(I)							5	6	5					16
Advanced (A)							14	7	4					25
Total	0	0	0	0	0	0	22	20	15	0	0	0	0	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	1				
	I							0	4	0				
	A							15	7	6				
	P							6	3	3				
READING/ WRITING	B							2	4	4				
	I							5	6	5				
	A							12	5	1				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	12	0	0	17
7	7	5	0	0	12
8	5	3	0	0	8
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		12		2		0		19
7	7		7		0		1		15
8	7		2		1		0		10
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	6		5		5				16
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** M.S. 144 Michelangelo

**School DBN:** 11X144

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 11x144      **School Name:** Michelangelo Middle School 144

**Cluster:** 6      **Network:** 608

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At registration, oral surveys are given to ELLs to determine if English is spoken at home. The Assistant Principal of ESL, as well as the Parent Coordinator and a Guidance Counselor meet with each parent. When necessary a translator assists. If needed the school has contacted the phone number provided by New York City Department of Education for translation services. Each year, students' families are asked to complete an Emergency Contact Card on which they indicate their preferred language for both written and oral communication. The data collected from these cards is reviewed and shared with staff members who interact with the students. The cards are kept on file in the main office and are easily accessible to staff.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

For the 2011-2012 school year, 49 parents indicated they wish to receive school communications in Spanish. In addition to Spanish, the following languages were requested: Arabic (2); Albanian (1); Chinese (1); Vietnamese (2); Khmer (1); and Igbo (3). School staff members who are fluent in Spanish are available to provide oral communication services to parents at all meetings. When translation services are necessary in languages other than Spanish, the Translation and Interpretation Unit is contacted for assistance. Teachers, Guidance Counselors and Deans are kept informed about the language preferences of each child's home.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The overwhelming majority of parents in need of translation services fall within those language groups with translated documents provided by New York City. Documents such as the Bill of Parent Rights and Responsibilities and the Conduct Code are provided in those languages (Spanish, Arabic and Chinese) identified as the top 8 in New York City. The Translation and Interpretation Unit and outside vendors are used as necessary to translate these documents.

School Signage is posted in the major language groups.

Written translation services for documents concerning school specific activities (school calendar / newsletter) Spanish can and will be provided in-house. Other translations require outside vendors. Two websites (Babelfish and Systran) will be used.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services in Spanish will be provided in-house by Spanish-speaking staff members. Parents will be surveyed for translation assistance for other languages. The Translation and Interpretation Unit is contacted for translation assistance for languages other than Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Students and parents will be surveyed annually to determine translation needs. This survey will be conducted by collecting data on the Emergency Contact Card. This information will be kept on file in the Main Office, with easy access to all staff members. We will utilize school translators for Spanish, the New York City Translation and Interpretation Unit and web sites cited above for all other languages.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Michelangelo Middle School	DBN: 11x144
Cluster Leader: Jose Ruiz	Network Leader: Rudy Rupnaraian
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 62
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: NYSESLAT After School Program

### ELA and Math Afterschool Program

For the ELLs who are tested after one year of English schooling and all ELLs, we have instituted an ELL Academy. This program builds upon the strength of the school day content area study and language development and Math skills in a small group setting. The ELL Academy will service students in grades 6-8. There will be two groups of 10 students per group. The 2 teachers that will service these groups are certified ESL teachers. The program will take place from February to April for 8 weeks from 2:30 to 5:30 on Tuesdays and Wednesdays for 3 hours each session. The ESL teachers will differentiate instruction and work with academic language development. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and is paid from other funding sources. Students will be able to work with a literacy program to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. Students will be prepared for the ELA and Math state assessments.

The NYSESLAT Academy will service students in grades 6-8. There will be two groups of 10-15 students per group. The 2 teachers that will service these groups are certified ESL teachers. The program will take place 2 days a week from April through May for 8 weeks from 3:00 to 4:00 for 1 hour each session. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and will be paid from other funding sources. Students will be able to work with literacy programs to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. This program will focus on preparing the students for the NYSESLAT Assessment.

We will also purchase with Title III funds supplementary materials to support these programs such as:

- High interest, low reading level Libraries and Guided reading libraries
- 100 Book Challenge theme sets
- Content area Libraries

### Part B: Direct Instruction Supplemental Program Information

- Bilingual Dictionaries
- NYSESLAT Student books

### Part C: Professional Development

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

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

Begin description here: Teachers will participate in on-going training and professional development activities offered through our Learning Support Organization as well as the Protraxx professional development system offered by the Department of Education. The focus of development and training will be differentiation of instruction and the teaching of literacy through content area instruction. Throughout the 2011-12 school year, all teachers will receive a minimum of 7.5 hours of ESL based strategy training through professional development days, workshops and/or seminars. The Great Leaps Reading Program has been introduced to teachers who instruct beginning English. Academic Workout has been introduced. Uptown Education will also be introduced. Professional Development is offered for writing IEP's for ESL/Special Education students indicating the course of instruction required.

Teachers of ELLs will receive site-based staff development throughout the course of the school year from the Literacy and Math Coaches as well as the ESL teachers. Some of these in-house Professional Development Sessions are:

- ELA/ESL Standards
- Math Standards
- NYSESLAT Assessment
- Differentiated Strategies for ELLs in ELA and Content Area Instruction
- Looking at ELL Data
- ELL Promotional Policy

The teachers in the Title III program will have an additional 4 hours of paid per session to plan and analyze data to prepare for the program.

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parents of English Language learners will be invited to visit the ELL Institutes. Refreshments and resource materials will be offered. The ELL Institutes will focus on study habits or how to set up a place in the home for children to do homework, or high school admissions process. The materials that will be distributed will relate specifically to the content of the institute and will be in appropriate languages for the parents of your ELLs. The ELL Institutes will be held 4 times during the school year - once each quarter. The Institutes will be conducted by Ms. Barrett (Assistant Principal responsible for ELLs), Ms. Hendry and Ms. Verrino (licensed ESL teachers) and will be approximately 30 minutes long. Parents will be notified through the monthly school calendar, additional letters sent home to ELL parents and follow-up contact with parents by the ESL teachers.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		