



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: MICHELANGELO JUNIOR HIGH SCHOOL 144

DBN: (11X144):

PRINCIPAL: JEREMY KABINOFF EMAIL: JKABINO@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELIZABETH A. WHITE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rachel Philbert	Member/Teacher	
Ellen Barrett	Member/Assistant Principal	
Debra Hendry	Member/Teacher	
Audrey Henry	Member/Teacher	
Euchavia Ilo	Member/Parent	
Christine Francis	Member/Parent	
Amanda Melendez	Member/Parent	
Latisha Smith	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Saturday Academy which will entail three teachers (1 grade 6, 1 grade 7 and 1 grade 8) for approximately 70 students who were recommended for extra tutorial assistance with regard to the 2012-2013 ELA and Mathematics State Examination. GL2TJ entails the ELA and Mathematics Afterschool program that occurs, daily, from Monday through Thursday (2:30 to 5:30 p.m.) offering small group instruction to students as an extra means of support. The program consists of over 12 teachers and over 200 student participants. Consultant lines will include partnership with Aussie and CEI-PEA. Aussie consultants will be used to support the school's partnership with MSQI and the school wide reading initiative. CEI_PEA will be used to support new teacher learning with regard to the Danielson Evaluation Framework. General supplies will include updated furniture for classrooms, resource rooms, intervention rooms, etc. as well.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Curriculum maps for reading and writing are not aligned to the NYS Performance indicators as well as pacing calendars or units of study have not been modified for students with a disability or ELL's. (JIT, 2010-2011, p. 2 Curriculum)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, teachers will plan and implement a minimum of 2 Common Core aligned units of study in English Language Arts aligned to the Common Core Standards in Literacy with emphasis on Informational Text, Argumentative Writing and the integration of Universal Design for Learning Strategies to provide access to the curricula for all students.

Instructional strategies/activities

- Provide Professional Development including:
- Unpacking Common Core Standards for Mathematics, ELA, Social Studies and Science.
- Provide instructional support from the Learning Support Network.
- Develop rigorous units of study by teacher teams and departments using the Universal Design for Learning Framework.
- Provide instructional support through instructional coaches.
- Provide Common Planning Time to collaborate on unit writing and data analyses.
- Provide Common Core resources:
Crosswalk literature (Study Island.com), Pearson text, etc., Cognitive Rigor Matrix

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: ARRA City-wide

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, etc.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

The activities planned by teachers did not encourage lively discussion to deepen student understanding, and questions to guide learning were unfocused. Many teachers did not have students discuss their work to extend their learning or language skills (JIT, 2010-2011, p. 3, Teaching and Learning)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies
 4.3 Comprehensive plans for teaching

4.4 Classroom environment and culture
 4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, all English Language Arts, Social Studies and Science Teachers will receive 6 informal observations that include evidence of practice and feedback aligned to the Middle School Quality Improvement rubric modeled on Charlotte Danielson's Framework for Effective Teaching.

Instructional strategies/activities

- a) Provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction.
- b) To provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 interventions.
- c) To provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
- d) Engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened.
- e) Look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps.
- f) Provide professional development on questioning, lesson planning with emphasis on the skills addressed in "Teach Like a Champion".
- g) Provide time/schedule to conduct intra-visitations.
- h) Provide time/schedule to conduct inter-visitations amongst other schools sharing best practices.
- i) Provide Professional Development on practical strategies for working with ELL's and Students with disabilities.
- j) Make use of Teachscape to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
- k) Partner with the Cluster/Network and participate in Instructional Rounds, Lesson plan clinics, Instructional Leads workshops, Common Core Task planning.
- l) Conduct "Aim" and Question walks while monitoring progress through the Aim tracking tool.
- m) Monitor teacher progress through the use of Teachscape and the 144 Observation tracking tool.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside **Grants** Other-describe here: _____

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, etc. Educational Software purchases such as the Teachscape Observation Recording Tool will be made to offer teachers and staff opportunities to evaluate their classroom performances based on the Danielson Teaching Framework. In addition, general supply money will be used to assist the school leaders and school leadership team to distribute information electronically as well as provide tangible documents based on new and upcoming policies of the school. Also, general supply money will assist school leaders in conducting meetings with the necessary resources to evaluate and train staff based on the city wide expectations, CCLS and the Danielson Framework.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

A recently revised code of conduct for the school is not strictly and consistently enforced. Not all teachers follow the code of conduct, for example, the introduction of a rule to walk on the right side of the hallways is not modeled by the teachers, and therefore students do not follow the code either (JIT, 2010-2011, p. 8 Infrastructure for Student Success)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- By June 2013, school leaders will improve the school’s learning environment by implementing an anti-bullying curriculum in all grades to decrease the number of Principal and Superintendent suspensions on OORs by 20%.

Instructional strategies/activities

- *Update school-wide discipline policy.*
- *Align guidance interventions*
- *Conduct monthly assemblies to address anti-bullying behaviors*
- *Develop and conduct a staff mid-year survey.*
- *Develop and conduct a student mid-year survey.*
- *Track OORs reporting reports for incidents and suspensions.*
- *Evaluate and observe the anti-bullying curriculum.*
- *Partnership with Lee Hirsch, Director of “Bullying”*
- *Realign the roles and responsibilities of the Deans position.*
- *Promote excellent conduct in all classes through the school wide incentive Carnivals.*
- *Provide incentive based after-school programs such as Glee Club, Basketball, Dance, Band, Chorus, etc. as positive behavioral management incentive program.*

Budget and resource alignment

- Indicate your school’s Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: AIDP

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, ARRA RTTT City-wide Expectation, Title 1 SWP, AIDP, etc. Afterschool, per-session funded opportunities will be enacted by offering after-school clubs for students abiding by school policies/conduct such as Glee Club, Theatre Club, Dance, Basketball, Band, Chorus, etc. Non contractual services will include theatre personnel to assist in the musical production for students who have demonstrated exemplary conduct with regard to school code of conduct/policies.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

School leaders should develop new communication systems to ensure that all information about students reaches parents (JIT, 2010-2011, p. 10)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

By June 2013, improve the level of communication between the school (teachers) and the community (home, parents, students, etc.). 100% of classroom teachers will implement and fully use the online grade-book.

Strategies to increase parental involvement and engagement

- Conduct staff trainings on the use of teacherease.com and wikispaces.com
- Provide literature and letters to parents explaining the rationale behind the program.
- Conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator
- Monitor the usage of the programs by the Administration
- Coordinate with Homeroom teachers; parent submission of emails to enroll in the program.
- Conduct parent technology nights to promote online communication program.
- Secretarial staff and School Aides will be used to make parent outreach along with Parent Coordinator and Counselors.

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside **Grants** **Other-describe here: AIDP, Title 1 Priority/Focus**

Service and program coordination

- See Galaxy 2012-2013. Budget codes such as TL FSF, MS Task Force, 21st Century, Title 1 SWP, Title 1 Priority/Focus Family Engagement, etc. Purchases such as computers, ipads, etc. will be made to assist the school in communicating with the homes through the school's online communication (Triad of Communication" Plan.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000, StudyIsland, Just Words, Wilson, Guided Reading/Reciprocal Reading, ELA clinics, A.I.S., etc.	Small group instruction, tutoring, one-to-one (Wilson), etc.	Morning program, pull out sessions during day time, afterschool sessions, 50 minute extended day, etc.
Mathematics	Triumphs Learning, StudyIsland, Skills Sessions, Regents Prep.	Small group instruction, tutoring, one-to-one (Wilson), etc.	Morning program, pull out sessions during day time, afterschool sessions, 50 minute extended day, etc.
Science	Intervention sessions or preparatory sessions, Regents Prep.	Small group instruction, tutoring, one-to-one (Wilson), etc.	Lunch and Learns, 50 minute extended day, After-school
Social Studies	Intervention sessions or preparatory sessions, Regents Prep.	Small group instruction, tutoring, one-to-one (Wilson), etc.	Lunch and Learns, 50 minute extended day, After-school

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>PPC team, PPT (Attendance team), At risk counseling (Counselors and or SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, wellness consultations, etc.</p>	<p>Regularly scheduled meeting times during day time as well as scheduled services for students during regular day, one-to-one and small group services.</p>	<p>Pull out services, conferences or conferencing during regular school day and/or afterschool.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- New teacher training program conducted by Principal, Assistant Principals, Coaches, Department Chairs and retired Principals (Mentors)
- Buddy teachers and special emphasis on classroom intra-visitations.
- A program schedule that builds common planning time, departmental conferences, grade conferences, etc.
- Use of ARIS Learn to promote online teacher professional development.
- Use of teacher text such as “Teach like a Champion” to promote specific classroom/teaching practices.
- Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions.
- Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis.
- Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits.
- Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework.
- Monthly staff meetings to address teaching practices and data awareness.
- Attend teacher fairs to recruit teachers or other pedagogues.
- Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members.
- “Aim and Hook” collections to ensure high quality questioning and planning of classroom lessons.

PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, J.H.S. 144, 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. J.H.S. 144'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;

J.H.S. 144'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. J.H.S. 144's 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 J.H.S. 144.

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

J.H.S. 144 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

J.H.S. 144, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I,

agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz / Rudy Rupnarain	District 11	Borough Bronx	School Number 144
School Name Michelangelo MS 144			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	951	Total Number of ELLs	57	ELLs as share of total student population (%)	5.99%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
TOTAL	0	0	0	0	0	0	22	20	15	0	0	0	0	57

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

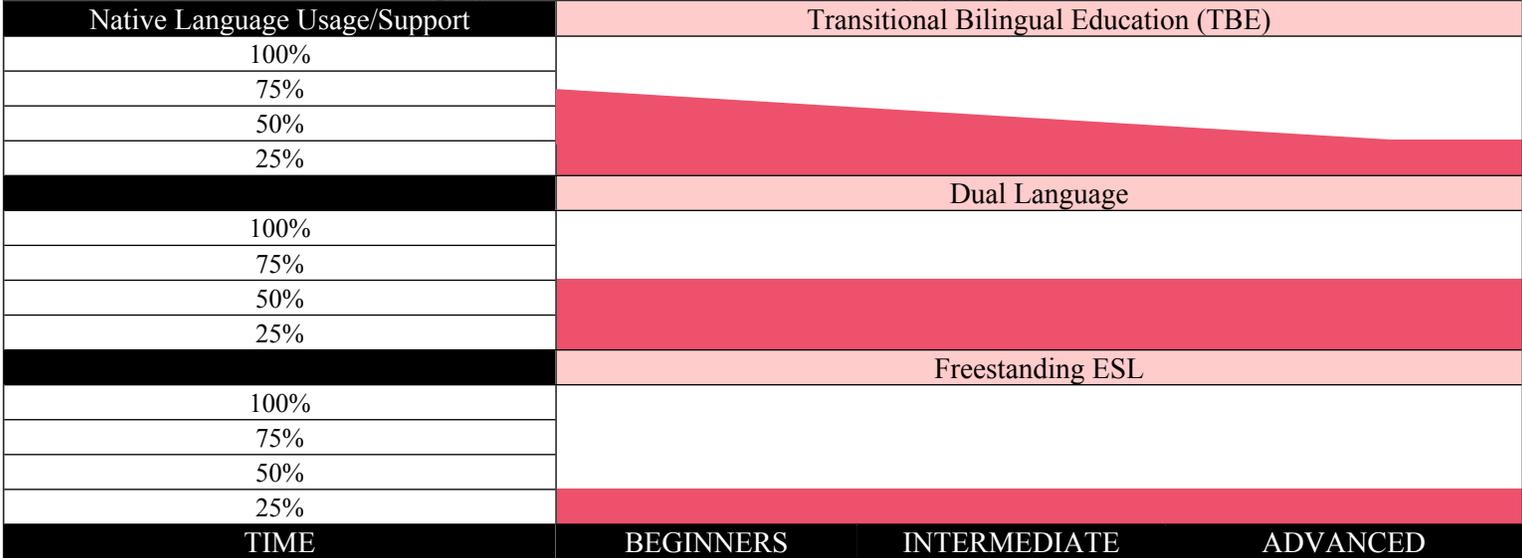
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
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 8th 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 8th graders and their 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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- The assessment tools our school uses to assess literacy skills of ELL's are Fountas & Pinnell and NYC periodic and predictive assessments. These assessments assist staff in identifying the skills and strategies that students need assistance with. This information guides classroom instruction and enables teachers to differentiate instruction based on student needs. School-wide goals as set out in the CEP are also developed bases on the identified needs. The CEP goals reflect the need to focus on and improve ELL achievement.
- Most of our students demonstrate strong listening and speaking skills, however, there is need for improvement in Reading and Writing is revealed through the NYSESLAT, as well as through the LAB-R. In Listening and Speaking, 65% of grade 8 students scored as proficient on the 2011 NYSESLAT, 29% were Advanced and 6% were Beginners. In Reading and Writing, 53% were Proficient, 12% were Advanced, 18% were Intermediate and 18% were Beginners. On the 7th grade, 50% were Proficient in LS, 44% were Advanced, and 6% were Beginners. In RW, 17% of 7th graders were Proficient, 11% were Advanced, 39% were Intermediate and 33% were Beginners. In the 6th grade, 21% were Proficient, 53% were Advanced, 21% were Intermediate and 5% were Beginners in LS. With respect to RW, 16% were Proficient, 37% were Advanced, 32% were Intermediate and 3% were Beginners.
- Based on students scores, differentiated instruction is tailored to the particular needs of the students in the classes.
 - Based on the statistics outlined above, 16% of 6th graders tested as Proficient by the end of the 6th grade, 53% of 8th graders tested as Proficient and 11% of 7th graders tested as Proficient.
 - School leadership and teachers are using the results of the ELL Periodic Assessments. They are targeting the learning needs of the students. The school has learned that the needs of the strudents vary according to their language level.
 - Periodic Assessments continue to highlight areas in need of improvement and provide ongoing information about instructional needs for individual students. Native Language assessments are not given at M.S. 144
- A dual language program is not offered in our school.
- Through the NYSESLAT scores and through the number of students testing our of ESL we have evaluated the success of our program.

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.

2012-13 Comprehensive Education Plan (CEP)

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: JHS 144	DBN: 11X144
Cluster Leader: Jose RUIz	Network Leader: Rudy Rupnarain
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
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. AN ESL and a content area teacher will plan together to co-teach a group 20 students. The 2 teachers that will service these groups are certified teachers. The lessons will focus on literacy skills needed for the NYS ELA and the Math exams. The program will take place from February to April for 8 weeks from 2:30 to 5:30 on Mondays 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. An ESL teacher and a content teacher will plan together to co-teach 20 - 30 students. The 2 teachers that will service these groups are certified teachers. The teachers will meet and develop lessons to focus on literacy skills addressed on the NYSESLAT exam. 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
- English 3D for long term ELLs
- Rosetta Stone
- Content area Libraries
- Bilingual Dictionaries

Part B: Direct Instruction Supplemental Program Information

- 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 2012-13 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 is being used. Achieve 3000 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 (monthly; 1 hour each month)
- Math Standards (November, January, March; 1 hour each month)
- NYSESLAT Assessment (Fall & Spring after each Periodic Assessment; 1 hour each session)
- Differentiated Strategies for ELLs in ELA and Content Area Instruction (1 hour - December 2012 and then ongoing as necessary)
- Looking at ELL Data (monthly; 1 hour each month)
- ELL Promotional Policy (April; 1 hour)

Part D: Parental Engagement Activities

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

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.
(Object Code 199)		
Travel		
Other		
TOTAL		