



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE UPPER ACADEMY MS582

DBN (i.e. 01M001): 14K582

Principal: BRIAN WALSH

Principal Email: BWALSH@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: KATHY PELLER

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Brian Walsh	*Principal or Designee	
Carlos Garcia	*UFT Chapter Leader or Designee	
Maria Brunson	*PA/PTA President or Designated Co-President	
Rebecca Delgado	DC 37 Representative, if applicable	
Sabrina Hernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle Capuano	Member/ Assistant principal	
Nichole Cicileo	Member/ SLT Chair, Assistant Principal	
Elizabeth Hernandez	Member/ Parent	
Yarithza Sihuanca	Member/ Parent	
Edna Rodriguez	Member/ Parent	
Evelyn Rivera	Member/ Parent	
Vanessa Velez	Member/ Teacher	
Anthony Fiola	Member/ Teacher	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 14K582

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	272	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	11	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.8%	% Attendance Rate		90.8%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	8.3%	% Students with Disabilities		33.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American		24.7%	
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	1.4%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals		1	
# of Deans	1	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		3.5%	
% Teaching with Fewer Than 3 Years of Experience	17.2%	Average Teacher Absences		5.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.5%	Mathematics Performance at levels 3 & 4		5.6%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		44.1%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of our 12-13 SCEP was that we addressed the major issues that we felt the school was facing by creating a detailed action plan, consisting of the actions that administrators, teacher teams and individual teachers will take and strategic benchmarks. For example teacher teams created at least two Common Core aligned PBAs in ELA and Math. In 13-14 we wanted to increase rigor and expand this to all four Core subjects – ELA/Math/Social & Science. Our SCEP was based on the 11-12 QR Report and 12-13 SCEP and identified measurable goals covering teacher observations, deepening curriculum for all students and sub-groups, the development of interim checkpoints to track student progress, and improving school tone. In addition the major recommendations from the 12-13 SCEP was to increase rigor and deepen student engagement in the learning process.			
Describe the areas for improvement in your school's 12-13 SCEP.			
<ul style="list-style-type: none"> • Teacher development through consistent observation and feedback cycles • Deepening curriculum for all students and sub-groups • Development of interim checkpoints to track student progress • Improved school tone 			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers and challenges encountered while implementing the 12-13 pertained to increasing the consistency of instructional practice across all grades. This work was helped by a greater use of Danielson Rubric and tighter coordination of team meetings to norm our understanding best practices. In addition, we worked more closely on deepening curriculum planning to ensure consistent rigor in our classrooms. The major impact from the 12-13 SCEP was about student engagement and increasing rigor as well as building teacher consistency in all classrooms. We have worked to increase and implement structures that would accomplish that.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
I believe the 12-13 SCEP was successfully implemented as reflected in the 2012-2013 DQR grade of Proficient, as well as the 12-13 Progress Report Grade – "A"; and the 13-14 Quality Review s all indicators reviewed were rated Proficient with Well-developed ratings in 1.1 and 1.3.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
N/A			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
While we do not anticipate any "barriers" in developing and implementing our 13-14 SCEP, we are cognizant of having a new staff, featuring a high percentage of first year teachers. This will require a change in our approach to one that features more coaching and support to enable teachers to take risks in the classroom in terms of trying new strategies and approaches. We believe that this is a necessary ingredient in student and teacher achievement. Our purpose is to organize and develop a "plan" that delivered the highest quality instruction and support to both our students and our staff. We leaned heavily on our Quality Review and DQR (performed by the Network) to shape, harness and examine our school-wide program. For instance, we knew that we wanted to bring back our Regents course as a way to push our students to develop and strive for excellence and increase rigor. In addition, we wanted the Common Core instructional shifts to be reflected in our curriculum maps and lesson plans. This required a more cohesive approach to PD and the necessity of bringing an outside "expert" to assist with our Common Core work and consistent use of the Danielson Framework which we believe is an important part of improving student outcomes.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
English Language Learners scoring in the 75 th growth percentile or higher from 51.0% in ELA and 49% in Math, to 55% in ELA and 55% in Math.			
Percentage of SWDs in less restrictive setting (ICT/SETSS) earning a level 3 or 4 in ELA from 0% to 6%.			
Percentage of SWDs in less restrictive setting (ICT/SETSS) earning a level 3 or 4 in Math from 0% to 6%.			

Students earning High School credit for 9.8% to 15% in Integrated Algebra, Earth Science and/or US History.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders communicate with staff and community in a number of ways. For our community outreach, our 21st Century Grant provides 10 workshops for our parents on a variety of issues. In addition, it provides PD for our Special Education Staff. With our staff we communicate through email, team meetings, committees, and the like.

Describe your theory of action at the core of your school's SCEP.

MS 582's theory of action is that students and teachers work hardest when they are in a collaborative environment that challenges them and allows them to take risks, such as teachers trying new teaching strategies and approaches and students pushing themselves to explore new ideas, to reach their educational goals. Learning, at 582, is a hands on process.

Describe the strategy for executing your theory of action in your school's SCEP.

Our strategy is to build support and consensus among the various shareholders as I focus the community on improving student outcomes and achievement. We have developed a school program that enable frequent structured collaboration amongst teachers using the school schedule as well as common protocols. Administration works to ensure work is focus on the school goals,

List the key elements and other unique characteristics of your school's SCEP.

Supporting student socio-emotional growth and closing achievement gap: 21st Century Grant which provides two student empowerment programs, a basketball program, and ELL program, 10 parent workshops, and professional development to the staff on Danielson and instruction, specifically the special education team.

Alignment to MS 582's instructional focus—writing across the content areas and increasing rigor.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

MS 582 is structured with a clear understanding of administrative and pedagogical roles and responsibilities that allow us to work more freely in a team atmosphere while maintaining clear targets and systems to measure effectiveness of initiatives. Specifically, we have several structures for collaboration and communication. Teachers meet in weekly department meetings and in professional learning communities on Monday. Additional teams, such as inquiry, School Environment, and Special Ed meet regularly to support initiatives and student success. This work is overseen by the Administrative Team and the Principal's Cabinet. MS 583 has a strong communication structure in place to ensure that the work of teachers and teams is consistent, and effectively. Finally, administration engages is frequent cycles of observation and feedback to ensure instructional initiatives are being enacted.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Continue to emphasize key Common Core Learning Standards to promote consistent rigor and promote higher-order thinking skills across all grades and subjects.			
Review Type:	DQR	Year:	2012-13
		Page Number:	3
		HEDI Rating:	Effective

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
x	2.2 School leader's vision		2.3 Systems and structures for school development
x	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the administration and staff will differentiated curricula aligned to the CCLS in all subject areas to meet diverse learning needs as evidenced by every student completing a PBA after each unit of study.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Through strategic professional development conducted by the Principal and Assistant Principal, collaboration and coaching, and network support, 100% of teachers will develop and implement curricula (units and tasks), that are Common Core aligned across all content areas, specifically performance tasks in Mathematics and in literacy (ELA, Social Studies and Science) after each unit of study, in order to provide rigorous and effective curriculum and instruction for all students. (SOP 4.3) 2. School leaders will conduct Professional Development that will focus on differentiated learning tasks, small group instruction including cooperative learning strategies differentiated for Special Needs and ELL students, the development of CCLS writing tasks across all curricula. In addition, outside PD will be provided to all staff concerning the CCLS and Danielson through Brian Green through a series of workshops. Further, our 21st Cent. Grant provides one-on-one PD for our Special Ed Teachers and general PD on the CCLS for our entire staff. 3. Administration will conduct a frequent observations and provide feedback, specifically on Danielson 3c-Engaging Students in Learning.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Weekly department/team meetings conducted by Principal and Assistant Principal will focus on analyzing student strengths and weaknesses in order to inform instructional decisions and practices, as well as support from all staff so that there is consistency in instruction due to a complete and thorough understanding of each child's needs. 2. Student writing pieces will be evaluated against the Common Core rubric and assessment results will be reviewed and analyzed bi-monthly to evaluate the effectiveness of the instructional program for each unit, so that revisions can be made if needed. Each student will complete a PBA for their portfolio in all 4 core subjects by June 2014. All teachers will participate in the calibration of (LASW) writing pieces aligned to the NYS Writing Evaluation Rubric as to whether a student writing sample is a level 1, 2, 3 or 4. 3. Principal, APs and teachers.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Teachers will demonstrate understanding of student need through lesson plans/unit that show use of assessment and differentiation. Subsequently NYS Ela and Math test scores will improve by 7% due to the increased rigor and alignment of the common core. 2. By June 2014, each student will complete a PBA for their portfolio in all 4 core subjects after each unit, leading to a total of 25-32 writing PBA tasks.

3. Teachers will improve rating in Danielson 3c by one level.

4. Timeline for implementation and completion including start and end dates

1. Beginning September 2013 and ending June2014.
2. Beginning September 2013 and ending June2014.
3. Beginning September 2013 and ending June2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common preps for each department allows Principal and Assistant Principals to hold weekly meetings 1 day x10 months, Inquiry Teams including a Data Specialist and 5 team members meet 2x per month x10 months for a 2 hour per session.
2. Common rubrics, teacher meeting time, looking at student work protocols. The entire staff (30 teachers) meets in an SBO approved Monday PLC Meeting. This occurs weekly or 4x per month during the school day. In addition teacher teams – ELA, Math, Science, Social Studies – meet each week with administration.
3. F-status retired Consultant Mrs. Georgeanne Blake for 1 day per week or 4x monthly, 30 copies of A Framework for Teaching, Teacher Effectiveness coaching support.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy	x	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF ELT	PF Inquiry Teams	X	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Collaboratively, teachers evaluate the data during teacher team meetings and use it to make further decisions about curricula and lesson plans... In spite of this, student interactions with the content did not suggest high level work products

Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By January 2014, 100% of ELA and Math teacher will use a variety of student data (Gains, ARIS, MOSL baseline assessments) along with recently purchased Scholastic and Pearson common core aligned curricula to differentiate instruction for all subgroups, targeting the lowest third in ELA and Math as measured by those students attaining a 16 point increase on their scale score on the NYS assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school will develop an assessment team to focus on creating rigorous assessments and analyzing data, comprised of 5 teachers and 1 administrator, who will meet

afterschool for 8 Mondays; 1 ½ hours each day – 3:15 p.m.to 4:45 p.

2. The Inquiry Team in each subject by grade will engage in LASW in order to evaluate student progress and individual needs. The teams will work with the Data Specialist and Supervisors to analyze student assessment results that will be used to inform instruction.
3. Teachers will use ongoing checks for understanding in the classroom to monitor student progress and provided targeted scaffolds and differentiation.
4. Administration will provide target feedback to teachers following an observation focus on components 3b and 3c of the Danielson Rubric which will act as a “mechanism” to improve teacher practice and student achievement.
5. Based on data the school will provide additional tutoring to students-Saturday Academy (13 Saturdays/3 hours each) taught by approximately 6 teachers, funded through focus school allocation, After School Program (2 days a week, 2 hrs per day; for 39 weeks) taught by approximately 8 teachers, funded through focus school allocation and Tutoring program (2 days a week, 2hrs per day for 12 weeks) taught by approximately 8 teachers, funded through focus school allocation.

B. Key personnel and other resources used to implement each strategy/activity

- 1 Assistant Principal, Data Specialist, Assessment Team members
- 2 All teachers--All Inquiry Teams by subject will work with Principal and 2 Assistant Principals.
- 3 All teachers, Principal and Assistant Principals will hold weekly professional development meetings for each department including monthly feedback sessions for the use of formative assessment in instruction to meet each student’s individual needs.
- 4 Principal and Assistant Principals.
- 5 Principal, Assistant Principals and teacher who apply to postings

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Improved student results on NY State exams and Regents.
2. Greater consistency and rigor across classrooms in planning and instruction; Consistent use of formative assessment.
3. In class assessment data, Classroom observation specifically in 3c and 3e of the Danielson rubric, A significant improvement in quality of student writing work in portfolios, as well as work displayed around classrooms and bulletin boards.
4. Teachers will improve rating in Danielson 3c by one level..
5. Increase of student performance on in class assessments, school benchmark assessments and student reading level.

D. Timeline for implementation and completion including start and end dates

1. Beginning September 2013 and ending June 2014
2. Beginning September 2013 and ending June 2014
3. Beginning September 2013 and ending June 2014
4. Beginning September 2013 and ending June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Data/Inquiry/Assessment Team will be paid per session from the focus school allocation to meet 8 times during the year. This involves 1 AP and 5 teachers including the Data Specialist.
2. Inquiry Teams including a Data Specialist and 10 team members meet 2x per month x10 months for a 2 hour per session rate
3. Teacher professional development on the gathering, analysis and use of data to inform instruction will occur during our Monday PLC weekly meeting 4x per month..
4. Administrative feedback targeting 3D on the Danielson rubric,
5. Per Session funding for 6 teachers, 3 hrs each per 13 Saturdays for a total of 39 hours per the 6 teachers , Test Prep materials will be purchased through the Focus allocation for the Saturday Program.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
In spite of this, the lack of models to show students how to think critically hampers their comprehension of the content, resulting in missed opportunities for all learners to engage in analysis that reflects high levels of thinking.							
Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) 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.							
x	4.2 Instructional practices and strategies			4.3 Comprehensive plans for teaching			
x	4.4 Classroom environment and culture			4.5 Use of data, instructional practices and student learning			

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014, we will increase rigor including opportunities for students to think critically, through a yearlong process will conduct frequent cycles of classroom observations per teacher utilizing the Danielson Framework of Teaching, 3c Engaging Student in Learning, in order to support and improve the professional growth of teachers leading to improvement of student performance and progress as measured by a 10% increase in Math and ELA scores.							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
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A. Strategies/activities that encompass the needs of identified subgroups

- Supervisors will conduct 6 classroom observations to observe practices across competencies 2c , 3b and 3c of the Danielson Rubric (SOP 3.3)
- All teachers will modify lessons according to feedback from supervisor based on informal observations.
- All teacher teams (Departments, Inquiry), will analyze student assessment results using a skills analysis to create differentiated learning activities
- All teacher teams (Departments, Inquiry) will analyze student writing using the LASW to create differentiated learning activities
- All teachers will participate in professional development and work on teams that shift instructional shift teaching practices.

B. Key personnel and other resources used to implement each strategy/activity

- DOE Talent Coach will work with Principal and 2 Assistant Principals on effective classroom observations
- Teacher leaders and APS will support teachers to adjust lessons.
- Principal and Assistant Principals will hold weekly professional development meetings for each department including monthly feedback sessions for the development and improvement of CCLS lesson plans.
- All teacher teams and Assistant Principals and Lead teachers.
- Outside PD (Brian Green and 21st Cent Grant to enhance teacher effectiveness, teacher leaders, F-status retired Consultant x10 sessions, 30 copies of A Framework for Teaching

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 50% of lessons will increase teacher HEDI ratings in 3c—Engaging Students in Learning and 3D—Questioning and Discussion Techniques by one level from original lesson to the observation of the modified lesson.
- Teacher lesson plan will reflect differentiated learning activities, Teachers will share highly effective lesson plans on the school's ARIS private community.
- By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 85% of the time as to whether teacher practice , as observed in a training video represents Highly effective, Effective, Developing, or Ineffective teacher practice across competencies 3b and 3c.
- Student sub-groups (SWD, ELLs, and lowest third) will increase achievement of in class and school wide benchmark assessments.
- Teachers will identify their pedagogical goals during the IPC and monitor and evaluate their progress toward achieving their goals throughout the school year.

D. Timeline for implementation and completion including start and end dates

1. Beginning September 2013 and ending June 2014
2. Beginning September 2013 and ending June 2014
3. Beginning September 2013 and ending June 2014
4. Beginning September 2013 and ending June 2014
5. Beginning September 2013 and ending June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Administrative schedule of observation and feedback, Talent Coach support. Talent Coach visits 582 monthly for a total of 10 visits
2. Common preps for each department allows Principals and Assistant Principals to hold weekly meetings. Meetings for various Depts. are weekly. Or 4 times a month. ELA meets with 9 teachers. The AP and Principal. The Math Team meets weekly with 8 teachers. The Principal and AP. Science Team meets weekly with AP and 2 teachers. The Social Studies Team Meets weekly with AP and 2 Teachers.
3. Common Preps for Teacher Team meeting built into school schedule. We have a weekly Monday Meeting – approved by SBO – involving 31 teachers, 2 APs, and the Principal. This occurs 4x monthly.
4. The meetings described in 1,2,3 occur during the school day.
5. Per Diem or F-Status consultant Mrs. Blake works 2 days per week attending team meetings and working with new teachers.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

21st Century Grant funds for the 2013-2014 school year

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the organizational decisions made around program scheduling with an emphasis on PD to attain school wide goals.

Review Type:	DQR	Year:	2012-13	Page Number:	4	HEDI Rating:	Effective
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	x	5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school staff at 582 will improve the overall tone of the school, specifically increasing the positive teacher to student, student to student, and parent to teacher interactions by adopting a philosophy of positive behavior management

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will participate in advisory classes each week, grouped heterogeneous by gender and disability classification, homogenous by grade, to be facilitated by a staff member. Advisory curriculum has a different topic each month a specific topic is discussed as well as goal-setting embedded within lesson plans that allow the students to take ownership of their learning in order to accelerate student's progress.
2. Administration and the School Environment team consisting of 4 teachers and 1 administrator will implement school-wide positive behaviors and supports. All staff

and students are invited to participate in all PBIS incentives, including trips, assemblies, and monthly award ceremonies, field trips and assemblies. All staff and students will have opportunities to “giveback” to the community by participating in various charitable collections such as feeding the poor, breast cancer awareness and NY Cares.

3. The LOVE (Leave out Violence) Program which will join the advisory program for selected 7th graders.
4. Yearly assembly performed by the DOT (Department of Transportation) based on the effects of DWI and getting in the car with someone driving under the influence
5. Peer Mediation Program to further enhance the welcoming environment and social and emotional growth of our students..

B. Key personnel and other resources used to implement each strategy/activity

1. All administrators, teachers, students, parents and community stakeholders
2. School Environment team consisting of 4 teachers and 1 administrator, Network coach support
3. LOVE Coordinator (AP)
4. APs, DOT Representative
5. Guidance counselor (coordinator)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student will be able to identify at least one adult that they can go to with needs.
2. Improved student and teacher responses on the Learning Environment Survey, Improved student class interaction leading to improved student outcomes; ie classwork, test, and grades.
3. Reduction in the number of incidents in the seventh grade
4. Responses by students to a survey following event.
5. Reduction in the number of incidents overall

D. Timeline for implementation and completion including start and end dates

1. From September 2013 to June 2014
2. From September 2013 to June 2014
3. From September 2013 to June 2014
4. To be determined
5. From January 2014 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School wide PBIS program led by the school Environment Team. Environment Team consists of 4 staff led by 1 AP. They meet for 45 minutes once per month for a total of 10 meetings. Focus allocation is used for per session if necessary.
2. 21st Century grant program—Shades of Beauty, Man Up, Basketball Ballers; Parent Supports. The 21st Century grant allocation covers Shades of Beauty, Man Up, Remedial AF ELA/Math weekly program, Parent Engagement, Basketball Ballers. The Saturday Academy covers 13 Saturdays with 6 teachers 3 hrs. each for 39 hrs. per teacher. This is covered by the Focus Allocation.
3. Partner with a Peer Mediation Program (TBD). This will begin in Sept. 2014.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

x	PF AIS	x	PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

When asked if teachers are responsive to parent feedback, only 32% parents strongly agreed, while 59% of parents agreed

Review Type:	Learning Environment Survey	Year:	2012-13	Page Number:	6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

x	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school staff at 582 will increase engagement between all stakeholders (teachers, students, parents) in the community, specifically responsiveness to parent feedback, as measured by the School Learning Environment Survey.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide workshops for parents, such Understanding New York Tests, What the Common Core Means for You, etc.
2. Expand use of Engrade to include parent instant message contact and email, as well as share relative and timely data on student progress.
3. Engage parent in key decision making-processes through participation in SLT, PTA and teacher-parent partnerships.

B. Key personnel and other resources used to implement each strategy/activity

1. All administrators, teachers, students, and parents, Parent Coordinator, NYCARES
2. Administration, PTA President and members, SLT Chair and members
3. PTA, SLT, administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Benchmark mini-surveys, improved parent responses on the Learning Environment Survey, specifically in the area of engagement.
2. Benchmark mini-surveys, improved parent responses on the Learning Environment Survey, specifically in the area of engagement.
3. PTA and SLT attendance and meeting minutes, Improved parent interaction with school personnel, leading to improved student outcomes; ie classwork, test, and grades

D. Timeline for implementation and completion including start and end dates

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Saturday Academy for Parents through NYCARES (13 Saturdays/3 hours each) facilitated by the parent coordinator.
2. Engrade
3. PTA Events, School Messenger System

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
x	PF Positive Behavioral Management Programs			PF RTI			PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	After School and Saturday—Literacy skill Intervention and Test Prep Extended Day—Reading Stamina and Volume Intervention	Small Group; one-on-one	After school 2 days per week for 1hr a day , Saturdays from 9:00-12:00 for 13 Saturdays
Mathematics	After School—Math skill Intervention and Test Prep Extended Day—Math Test Prep Saturday School—Math Enrichment	Small Group; one-on-one	After school 2 days per week for 1 hr a day , Saturdays from 9:00-12:00 for 13 Saturdays
Science	In class CC literacy skills through the content	Small Group; one-on-one	During school
Social Studies	In class CC literacy skills through the content	Small Group; one-on-one	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance sees students during his At-risk periods	Small Group; one-on-one	During school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment

To recruit teachers, 14K582 engages in the following:

- New teacher fairs
- Hiring fairs
- Word of mouth recommendations
- A thorough interview process

Retention

To support teacher retention, 14K582 engages teachers in the following:

- High Quality PD including CFN lab sites and coaching cycles
- Emphasis on their continued developed through teacher effectiveness
- Distributed decision-making that encourages staff to take on more leadership responsibilities, such as teams and lead teacher positions.

Assignments

Teacher are assigned within their license areas, Each April, teacher complete preference sheet identify grade and, if applicable ICT partner choice. Additionally, teacher meet one on one with administration to discuss assignment in relation to teacher goals, strengths and needs.

Support

- Team/Department meetings
- Mentoring
- Teacher Effectiveness
- Lab-Site
- Coaching support by administration, lead teachers and CFN support.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Support

- Team/Department meetings
- Mentoring
- Teacher Effectiveness

- Lab-Site
- Coaching support by administration, lead teachers and CFN support.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Through SLT Team meetings, Cabinet Meetings, involving school personnel (such as Guidance), Administrative Team Meetings we have formulated a cohesive plan to coordinate and integrate funds to match our goals. Our implementation of a peer mediation program and the use of Engrade to involve all parents are indicative of this.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Through team meeting and individual IPC conversation teachers were presented with a range of choices regarding assessment. A teacher development and evaluation committee was formed to examine and present to colleagues the various staff options.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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 at MS 582. Therefore, MS 582, 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. MS 582'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;

MS 582'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 MS 582. 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 MS 582'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, MS 582 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;

MS 582 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

MS 582, 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);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 582
School Name MS 582 The Upper Academy		

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

Principal Brian Walsh	Assistant Principal Danielle Capuano
Coach type here	Coach type here
ESL Teacher Maria Tejada	Guidance Counselor type here
Teacher/Subject Area Ms. Vanessa Acevedo	Parent type here
Teacher/Subject Area	Parent Coordinator Bibiana Rodriguez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	24	ELLs as share of total student population (%)	%
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Part II: 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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														
Pull-out							7	7	10					24
Pull-out														0
Total	0	0	0	0	0	0	7	7	10	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	4	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6	0	1	4	0	2	14		12	24
Total	6	0	1	4	0	2	14	0	12	24

Number of ELLs who have an alternate placement paraprofessional: 01

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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							7	6	10					23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	7	10	0	0	0	0	24

Part III: Assessment Analysis

Assessment Breakdown

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

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)							1	2	3					6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	0	3					4
Advanced (A)							4	5	5					14
Total	0	0	0	0	0	0	6	7	11	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	1			6
7	5	0			5
8	7	1			8
NYSAA Bilingual (SWD)					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		1						6
7	5		0						5
8	7		1						8
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 1. We use a variety of assessment tools to assess the early literacy skills of our ELL's including Fountas and Pinnel and running records. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to target areas of deficiency for that student. Next steps are planned based on the data yielded from these assessment tools. Areas of weakness are addressed through targeted strategy lessons based on the data, as well as through use of technology and learning centers. After reviewing the results of the Fountas and Pinnel, it was determined that targeted and focused early literacy instruction would be valuable, and we instituted a balanced literacy approach that included small group literacy instruction by reading skill and guided reading .
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Data patterns across all grades 6-8, are as follows: Across proficiency levels, results show that most students taking the LAB_R fall into the Beginning level of proficiency. The data reveals that regardless of proficiency level our ELL students have the most difficulty with reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 3. Patterns revealed through the results of the NYSESLAT data affects and guides our instructional decisions. We use the data to drive instruction by determining which areas need targeting and to address student deficiencies. These results and information from the AMAO help determine modalities that need more intensive focus, as well as which students may be assisted with a given modality deficiency through which of our targeted small group interventions. The data reveals that, as one would expect, the reading/writing modalities are the most difficult for our ELL students to achieve proficiency in, and thus are given a more intensive focus.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Student results and patterns across proficiencies and grades, indicate that students greatest needs across grade levels, are in the reading and writing modalities. As previously indicated we align our instruction based on the data, to address these needs. To address native language deficiencies, on-site, the ESL bilingual teacher provides targeted instruction to support the native language, and to facilitate and strengthen English language acquisition. Research shows that strong native language literacy promotes the development of second language literacy.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?

A student's second language development is taken into consideration for all of our ELL students. Thus, we use scaffolded instruction, visual aids to increase understating, bilingual academic glossaries, cognates glossaries, Classroom Buddies to assist our ELL's and a variety of available technological supports.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our Program for ELL's in a variety of ways. Of course, we look at the AYP for ELL students. We do ongoing assessment and monitoring of content area understanding and progress in the classroom after each unit and then make

adjustments as needed. . Additionally, a valuable indicator of the success of our program is to analyze how long it takes for our ELL's to go from one level to the next one and how long it takes for our ELL's to test out of ESL and into fully monolingual English settings.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1-For newly enrolled (ELLs) we follow the NYS LEP identification process.

*When a child enters the NYC Public school system for the first time they are given a Home Language Identification Survey (HILS) in their native language. Next, we conduct an informal interview in English and in the native language, as well as the formal initial assessment. The persons responsible are our multilingual certified ESL teacher, Maria Tejada, assisted by our bilingual Parent Coordinator, Bibiana Rodriguez. Both persons are qualified to conduct this initial screening.

*Our certified ESL teacher, Ms. Tejada then reviews the HILS in order to identify if the home language is other than English. If the home language is English the student is not LEP and therefore is not entitled to ESL services. If the home language is a language other than English the student enters the initial assessment stage.

*During the initial assessment stage the ESL teacher administers the Language Assessment Battery-Revised (LAB-R) within the first ten days of admission.

*The Spanish LAB is administered to those Spanish speaking students who fail the LAB-R.

*The LAB-R is hand scored and submitted to the DAA by the ESL teacher. If a child scores a proficient level the child is not LEP and he or she is not entitled to ESL services. If the student scores at the beginner, intermediate or advanced level the student is LEP and will enter the program placement stage. Based on these scores, those students found to be entitled to bilingual services, are placed in an appropriate program congruent with parent choice.

The ESL teacher has long term experience and knowledge of the requirements for conducting these assessments including the administration of the LAB-R. All ELL's are given interim NYSESLAT assessments throughout the year whose data is used to guide instruction culminating with the administration of the NYSESLAT in the Spring.

1b. Maria Tejada our certified licensed ESL teacher, is responsible for conducting both the initial screening as well as administering the HLIS and the LAB-R, and Spanish LAB. Ms. Tejada is multilingual and speaks Spanish as her first language, which is helpful when appropriately informing parents during the intake process at our school, the vast majority of whom are themselves Spanish speaking.

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.

Parents are informed about the Parent Orientation Meeting by a letter and a phone call in their native language. At the Parent Orientation Meeting the ESL teacher, Ms. Tejada can interpret in Spanish, French, Italian, and German if needed. At the meeting parents watch a video in their home language that explains the three programs offered in the NYC public schools: ESL, Dual Language and Transitional Bilingual Education. After viewing the Parent Connection Video the parents complete the Program Selection Form/Parent Survey (in their home language) and select one of the three programs that are offered to them. The ESL teacher is present at the meeting to answer any questions and clarify the forms. In October several Parent Orientation Meetings are held. If the parents cannot attend any of the scheduled meetings a phone call is made in their home language to invite them to an

individual conference. Throughout the year additional meetings are held as needed for newly admitted ELLs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are sent home with ELLs in their home language. We attempt to ensure return of the Parent Survey and Program Selection forms by sending a letter to the parent requesting that they fill out and return these forms indicating their choice if they have not done so after a reasonable period of time has elapsed from their receipt of the form. We note the dates that these letters are sent out on a class roster, and keep copies of them on file. Returned Parent Entitlement letters are placed in the students cumulative record, and the ESL teacher keeps a copy of these in a file available in her classroom. A tracking log is kept to ensure that all forms are returned. We log calls made, and other outreach for non returned forms.

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.

.The ELPC screen in ATS is updated within 20days of student being admitted.

According to the information from the Parent Orientation, the HLIS, the initial Assessment, the LAB-R, and the Parent Survey and Program Selections Forms, students are placed in an appropriate bilingual or ESL program. Based on the results of the Spring NYSESLAT, Continued Entitlement letters are sent to those parents whose children remain entitled to services. Upon receipt of the signed Continued Entitlement letters, they are maintained in a file available in the ESL teacher's classroom. Translations is provided by both the ESL teacher and the Parent Coordinator, for parents needing translation services in Spanish.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all ELL students are administered all sections of the NYSESLAT we use various reports such as the RLER. We check our program roster against these reports to be certain that all eligible students are tested. We make certain to administer all four sections of the test to each student in a timely manner. If a student is absent for one section, they are administered that section during the make-up period. To ensure that all four components are administered to all ELL students we maintain a trackin log. To date, we have had all o f our ELL students tested in all modalities fof the NYSESLAT.

6. 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.) 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. 

Parents are choosing overwhelmingly the Free ESL Standing Program. For this current year out of 04 newcomers, 100% chose the Free ESL Standing Program. The program model offered at our school is appropriately aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1.a. Instruction is delivered through the Pull-Out organizational model.
 - b. Groups are grouped homogeneously by proficiency level.
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 foster language development and meet the demands of the Common Core Learning Standards.

The language of instruction is English. We put appropriate scaffold in place to make content comprehensible to ELL's and we differentiate instruction to both enhance understanding and to enrich language development. We use a variety of ESL strategies and methodologies, including TPR, the Natural Approach, and a variety of other instructional approaches depending on the content being taught and the students that are learning it. We use graphic organizers, integrated technology, learning centers, small group instruction, one on one instructions, and native language peers to make content more comprehensible. We use the ESL component of the Houghton Mifflin Series, the Heinle Picture Dictionary and Workbook, the Rosetta Stone Workbook and Study Guide, Quick Reads among other materials and Writing Journals. Our ESL teacher articulates with content area teachers in the specified area. We have aligned our lessons to the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Having only an ESL program, we evaluate the native language ability of our ELLs by administering the Spanish Language Assessment Battery upon entrance to our school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that all of our ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year by a variety of means. We have formal interim assessments periodically throughout the school year, as well as weekly assessments of each of the four modalities, one per week. Additionally, we informally assess our students' proficiency in each modality through class assignments and homework, as well as one on one teacher-student conferences.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Our instructional plan for SIFE students includes intensive and focused instruction before, during and after school to address the specific needs of each student. Students are provided with native language libraries and materials to enhance literacy skills in their first language and assist to acquire English language skills. Students are taught phonemic awareness and phonics, develop fluency as well as basic literacy skills. These students receive small group instruction with AIS instructors using appropriate scaffolds and differentiated instruction.

b. In addition to all of the above newcomers are put into an After School Program where extra time is dedicated to making content and testing strategies understandable.

c. Additionally, we analyze the data from all of the tests these students receive and attempt to determine the limiting factor

impending their passing the NYSESLAT and target these areas for intensive instruction.

e. Former ELLs are provided additional support in the classroom, and are provided small group instruction to prepare them for the standardized exams.

7. 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?

Our teachers of ELL and SWD students use a variety of instructional strategies and grade level materials in order to make academic content comprehensible and accessible. They include some of the following: We use differentiated instructional strategies including Tiered Questioning, CALLA, TPR and Balanced Literacy. IEP's are reviewed to ensure that all mandate services are received. The ESL teacher articulates with SBST and the school psychologist. Delivery of services is tracked through SESIS reports. We have specific small group targeted instruction that addresses different learning styles. When appropriate, we use visual as well as auditory and technological assists. Our grade level materials include the Heinle Dictionary and Workbook, bilingual libraries and dictionaries, Rosetta Stone, Access Newcomers, Access Building Literacy through Learning, Language, literacy and Vocabulary among others. Finally, we use a variety of strategies to meet the diverse needs of our ELL and SWD students. Our AIS providers use multiple entry points including manipulatives, a variety of instructional strategies for content access and extensive vocabulary instruction. Our units of study are aligned with the Common Core Standards. Thus, we attempt to focus on the Universal Design for Learning. When there is material that is not adequately been comprehended and synthesized, as reflected by these data and teacher assessments, students are given extended day intensive instruction. We assess students reading level using Fountas & Pinnell system and create a learning plan with curriculum designed for each child based on their reading level and how literate they are in their native language as well. Technological software such as Rosetta Stone is also included in each individual child's learning plan. to support the integration of technology onto their learning.

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

We use a variety of pedagogical methods to address the diverse learning styles of our ELL-SWDs. After reviewing their IEPs we determine how best to achieve the goals outlined by planning and collaborating with the Special Education Teachers. During the first week of school, special ed teachers meet with the ESL teacher to create schedules that will allow all students to receive their mandated services. Upon the supervisor's review of the schedule, Ms. Capuano may decide to have a service provider "push in" and or "pull out" in order to achieve flexibility in scheduling and determine the best instructional approach and materials to be used with each individual student within the least restrictive environment.

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:			

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

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

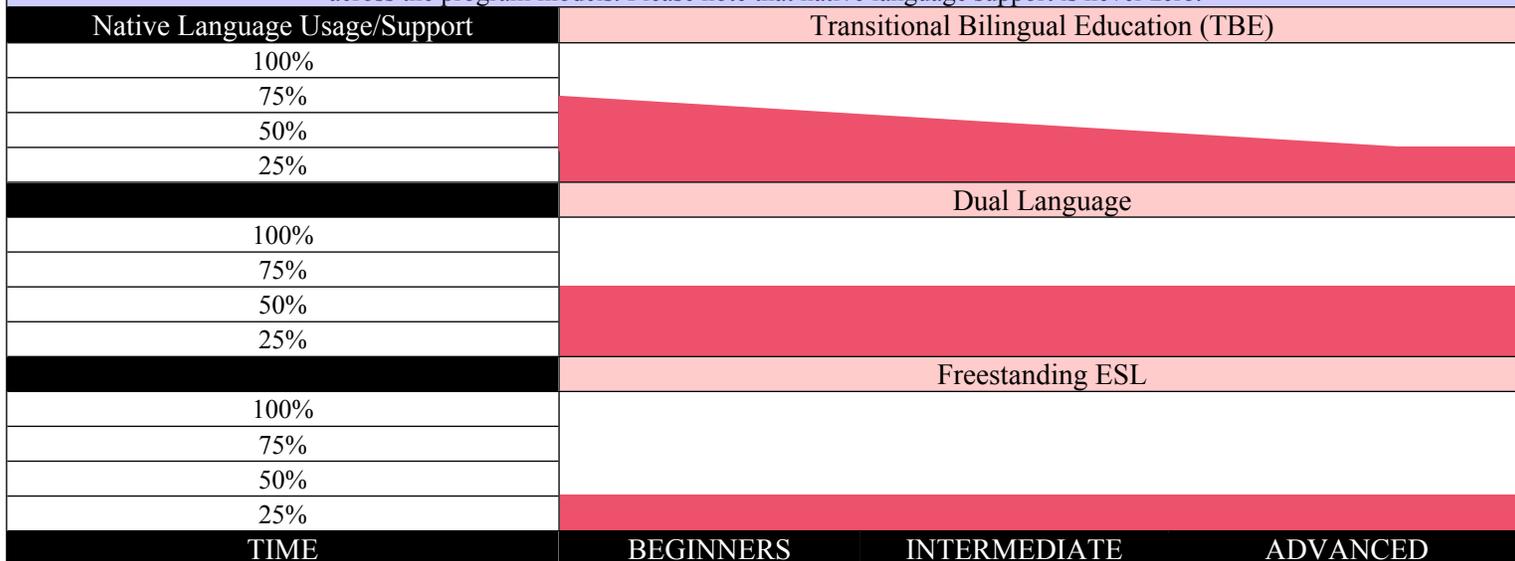
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

9. 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.
- All of our programs are taught in English. After reviewing the data from the ELA exam, the NYS exam and the NYSESLAT , we have found a need for intensive targeted focus in reading and writing. As a result, we have instituted a variety of targeted intervention programs. Some of the targeted intervention programs we offer are Guided reading , Small Group Instruction based on weakness in a specific skill and/or CCLS standard, AIS push-in for individual ELL students. SIFE students , newcomers, and long term ELL's are assigned to the program that best addressess their needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- To date our multifaceted ESL Program has been highly effective in meeting the pedagogical needs of our ELL students. Using a variety of second language teaching strategies and interventions, we are able to effectively convey academic content and concurrently foster facility with language development. Through the use of appropriate scaffolds and differentiated instruction, visual aids, technological supports, language software, small group instruction , targeted assessments, academic bilingual glossaries, and a focused use of data, we have sustained a high percentage of students achieving their AYP on the state ELA and Math exams, as well as performing well on the NYSESLAT and transitioning to fully monolingual settings.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be expanding our Rosetta Stone Program and using additional ESL Software as part of the targeted intervention programs described above.
12. What programs/services for ELLs will be discontinued and why?
- We plan to maintain all programs and services that we have in place for our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs are included in all programs and activities that are available at our school. All notices sent home for parents attention regarding available programs are bilingual. Additionally our Parent Coordinator reaches out to the ELL community and makes them aware of and explains the programs available to their children. We have afterschool Literacy and Math Programs as well as Enrichment Programs. ELL's are involved in all of these. This year, we have received the 21ST Century grant that provides a teaching artist from Urban Arts Partnership CBO every Tuesday designed for our ELL students in all three grades . This Common Core Arts and English Language integration program uses storyboarding, drawing, painting, collage and acting techniques combined with structured reading and writing and vocabulary activities with the goal of advancing students' proficiency in the English Language. We also have an afterschool math & literacy program for ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our instructional materials include Access Newcomers, Access Building Literacy Through Learning, Language, Literacy and Vocabulary, Rosetta Stone Language Program , a variety of bilingual books, bilingual dictionaries, Reader's Theater for Fluency and Comprehension, Brainpop Software, Heinle Picture Dictionaries and Workbooks, Getting Ready for the NYSESLAT and a host of other language software.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We support the native language of our ELL's by having bilingual dictionaries, glossaries available for their use both at school and home.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All the services and support, as well as the resources that are used to enhance ELL's English Language development correspond to their ages and grade levels. The required support services and resources are age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We invite parents and students for a before school bilingual ESI orientation and information session. Entrants who come in during the year are similarly provided for. In addition, they are assigned an English language buddy to help ease the transition to a new language. All appropriate supports, including a range of technological supports, are provided for these students.
18. What language electives are offered to ELLs?
- As a middle School we currently offer none.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All staff members receive Professional Development during weekly team meetings, weekly (Monday) PD sessions from 2:20-3:00 and monthly staff meetings. The Principal and Assistant Principals and ESL teacher provide professional development on a wide variety of topics, such as instructional strategies targeted for ELL students, for ELLs. The ESL teacher attends Professional Development sessions organized by the DOE.

Math and ELA teachers are sent to network cluster trainings on ELL instruction and then Turnkey to all staff members at a weekly PD Monday staff meeting.

To assist ELLs as they transition from middle school to high school, Our Guidance Counselor works with the Guidance Counselor from the designated high school to view various high schools, to come to speak to our students regarding school policy, curriculum and extra curricular activities. In addition they are given a tour of the middle school building, as well as brochures, and an open house for students and their parents.

CALENDAR OF PD TOPICS FOR 2013-2014

The following topics are scheduled for this school year to meet the 7.5 hours of training required for all staff:

September 2013 The Identification and Placement Process for ELL's ,

October 2013 Content Access in Math for ELL students.. ,

November 2013 Preparing for the NYSESLAT,

December 2013 Essential Tiered Vocabulary Instruction for the ELL student.,

January 2014 Bloom's Taxonomy and Webb's DOK,

February 2014 Scaffolding Math Instruction for ELLs.

March 2014 Small Group Instruction for ELL students

April 2014 writing workshop strategies

May 2014 Project based Assessment

June 2014 Goal setting for ELL students

records are maintained such as , agendas, minutes, and sign in sheets indicating attendees on file in Principal's PD& Data Binders .

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. ELL Parent Involvement at MS582 includes parent workshops and community events held monthly for our entire school.
 2. We are partners with NYCARES, the CITE program, the Hip Hop for Life CBO, Learning Leaders program, Story Studio through the Urban Arts Partnership and each CBO provides workshops and/or activities for ELL students and their parents.
 3. MS582 evaluates the needs of the parents through surveys and parent outreach via our bilingual Parent Coordinator.
 4. The CITE program offers 11 parent workshops with topics that are chosen by the parents through our parent surveys.

E. 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.

21st Century Community Learning Center Program

2013-2014 PARENT WORKSHOPS

PARENT COORDINATOR Bibiana Rodriguez

SCHOOL: MS 582

SUPERVISOR: Danielle Capuano

TEL# 718-456-8218

Topic of Parent Workshop	PROVIDER	START DATE/ END	ROOM/FLOOR	TIME
INSTRUCTIONAL SHIFTS/COMMON CORE	CITE/MATZAGAMI	12/02/2013	535	10:00AM
Monday				
UNDERSTANDING THE NYS/NYC TESTING PROGRAM	CITE/MATZAGAMI	12/16/2013	535	
10:00AM	Monday			
HOMEWORK WITHOUT TEARS	CITE/MATZAGAMI	01/14/2014	535	10:00AM
Tuesday				
HELPING YOUR CHILD SUCCEED IN SCHOOL/IGNORING STUDING SKILL	CITE/MATZAGAMI	01/28/2014	535	10:00AM
Tuesday				
INTERNET SAFETY	CITE/MATZAGAMI	02/11/2014	535	10:00AM
Tuesday				
CYBER BULLY PREVENTION: DEALING WITH CYBER BULLYING	CITE/MATZAGAMI	03/11/2014	535	
10:00AM	Tuesday			
UNDERSTANDING THE NYS/NYC TESTING PROGRAM	CITE/MATZAGAMI	03/25/2014	535	
10:00AM	Tuesday			
DEALING WITH TEST ANXIETY	CITE/MATZAGAMI	04/28/2013	535	10:00AM
Friday				
COMPLETING THE LEARNING ENVIRONMENT	CITE/MATZAGAMI	05/13/2014	535	10:00AM
Tuesday				
A SUMMER LEARNING, PLAN FOR CHILDREN AND PARENTS	CITE/MATZAGAMI	05/20/2014	535	
10:00AM	Tuesday			

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/22/13
	Assistant Principal		11/22/13
	Parent Coordinator		11/22/13
	ESL Teacher		11/13/15
	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 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14k School Name: MS 582

Cluster: 01 Network: 112

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 MS 582, in 6th Grade , there is 01 Beginner, 01 Intermediate and 04 Advanced students for a total of 06 ELL students in that grade, in 7th Grade , there are 02 Beginner, no Intermediate and 05 Advanced students for a total of 07 ELL students in that grade, in 8th grade there are 03 Beginner, 03 Intermediate and 05 Advanced students for a total of 11 students in that grade. Overall for the 2013-2014 school year , we have 24 ELL students.

Long Term ELLs are given extra AIS Services and their work is assessed to see what specific interventions are needed. Our LAP committee consists of the following staff members: Principal , Brian Walsh, Parent Coordinator, Bibiana Rodriguez, ESL Teacher, Maria Tejada, PTA President, Maria Brunson, SETTS Ms. Acevedo, Guidance Counselor, Mr. Unger.

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.

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey, and a questionnaire sent to the home in Spanish and English requesting the same information. The results are tallied and help us determine what translation and interpretation services are needed. All 272 homes of our students were surveyed; of these 00 % of our parents speak Spanish,01% Arabic with the balance speaking English as their primary language. We have communicated this information and provided translation and interpretations services to our school community through our newsletter.

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.

We provide written translation services to meet the needs identified by the parents above, by in house fully bilingual staff as well as contractors as necessary. We have provided translated Bill of Parents Rights and Responsibilities to our parents. We have forms available in the languages that we need, Spanish, Arabic and English, as well as appropriate signage in our school. The procedure followed to provide written translation in a timely manner is as follows: all known school documents and notices are translated in September so that they are readily available while all other are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of monthly newsletters, Academic Vocabularies glossaries for Math and ELA for parental use with their children and all Health notices.

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.

We provide written translation services to meet the needs identified by the parents above, by in house fully bilingual staff as well as contractors as necessary. We have provided translated Bill of Parents Rights and Responsibilities to our parents. We have forms available in the languages that we need, Spanish, Arabic and English, as well as appropriate signage in our school. The procedure followed to provide written translation in a timely manner is as follows: all known school documents and notices are translated in September so that they are readily available while all other are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of monthly newsletters, Academic Vocabularies glossaries for Math and ELA for parental use with their children and all Health notices. Oral interpretation services are provided in a similar manner at the Open House meetings, Parent Teacher Conferences, PTA meetings and Parents Workshops.

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>.

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey, and a questionnaire sent to the home in Spanish and English requesting the same information. The results are tallied and help us determine what translation and interpretation services are needed. All 272 homes of our students were surveyed; of these 70 % of our parents speak Spanish, 1% speak Arabic with the balance speaking English as their primary language. We have communicated this information and provided translation and interpretation services to our school through our newsletter.

We provide written translation services to meet the needs identified by the parents above, by in house fully bilingual staff as well as contractors as necessary. We have provided translated Bill of Parent Rights and Responsibilities to our parents. We have forms available in the languages that we need as well as appropriate signage in our school.

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Oral interpretation services are provided in a similar manner at the Open House meetings, Parent Teacher Conferences, PTA meetings and Parents Workshops.