



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE MIDDLE SCHOOL FOR ART AND PHILOSOPHY

DBN (i.e. 01M001): 18K588

Principal: NEIL J. MCNEILL, JR.

Principal Email: NMCNEIL@SCHOOLS.NYC.GOV

Superintendent: MS. BEVERLY WILKINS

Network Leader: MS. JULIA BOVE

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
Neil J McNeill, Jr.	*Principal or Designee	
Lorraine Swearing	*UFT Chapter Leader or Designee	
Geneva Francis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Matthew Campbell	Member/ UFT	
Jeron Haigler	Member/ UFT	
Anesha Perryman	Member/ Parent	
Marie Pierre	Member/ Parent	
Judy Charles	Member/ Parent	
	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-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ 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 18K588

School Configuration (2013-14)

Grade Configuration	06,07,08	Total Enrollment	330	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	8
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	80.1%	% Attendance Rate			90.6%
% Free Lunch	84.0%	% Reduced Lunch			8.8%
% Limited English Proficient	5.2%	% Students with Disabilities			19.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American			89.3%
% Hispanic or Latino	8.5%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	0.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals			1
# of Deans	1	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	3.1%	% Teaching Out of Certification			8.9%
% Teaching with Fewer Than 3 Years of Experience	12.5%	Average Teacher Absences			9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4			3.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			35.6%
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	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (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 2012-2013 SCEP was built around the school's developing strengths in providing instructional support to teachers via professional development and a functional system of targeted and frequent observations that tracked teacher progress through the use of language from the Danielson Framework. The professional development provided to teachers created opportunities for them to work collaboratively to increase the level of rigorous instruction delivered to students by modifying unit and lesson plans to meet students needs based off of data collected in the form of student work. This student work was used in each subsequent cycle of inquiry throughout the year to identify multiple student entry points in to the curriculum thus allowing teachers to identify and close gaps in student understanding. This work was primarily conducted during teacher team meetings across grades and disciplines and helped to increase collaboration amongst staff members and helped students increase proficiency on CCLS aligned final performance tasks.							
Increased parental involvement at parent workshops and teacher team meetings helped the school to communicate expectations to families and follow up on those expectations with less resistance. As a result of parents being more informed, they were able to help reinforce the implementation of our school wide PBIS system which helped to sustain the social and emotional developmental health of students thus reducing the number of level 4 and 5 infractions as indicated in the OORS system							
Describe the areas for improvement in your school's 12-13 SCEP.							
Though we reached our goal concerning increased parent involvement for the 2012-2013 school year, there is still a need to create more opportunities for parents to engage with and support their children and our school community. In addition, students with disabilities continue to have difficulties meeting the measures for growth and progress without the opportunity to utilize instructional supports beyond testing modifications during state exams.							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
A decrease in funding to the school made it difficult to implement a number of initiatives with consistency. This included attempts to remove additional personnel (dean). In addition, teacher licenses in the areas of common branch and high school content areas created a need for more professional development in the areas of adolescent development thus taking away focus in other needed areas.							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
Our school made great strides in shifting instructional practices. The school moved from a developing to a proficient on the Quality Review. Formative assessment demonstrated growth in at least one component of the Danielson Framework in at least 60% of staff members. As a result of this work, and through the regular meetings scheduled within teachers' schedules, teacher inquiry and discussion of practice increased the level of rigorous instruction through the implementation and use of shared strategies across grades and disciplines (such as Reading for Meaning and Task Rotation) designed to meet specific needs of subgroups of students.							
Were all the goals within your school's 12-13 SCEP accomplished?				X	Yes	<input type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input type="checkbox"/>	Yes	X	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.				
Due to a general decrease of funding, (due to budget cuts and the influx of perceived "better" charter schools) student population has decreased and the school has been allocated far less in monetary resources for the 2013-2014 school year. This has created a need to change one of the school's original goals of lowering class size in the sixth grade in an attempt to close some of the gaps that those students are presenting when they enter the school. Each of the school's three main feeder schools are supported by a different support Network thus making consistency in skills amongst the pool of students who enter our school an impossibility.				
The increased workload for administrators and teachers' general mistrust of the new 3012c law has led to teachers becoming more closed to the use and implementation of the Danielson Framework for Teacher Effectiveness. This has made the use of				

formative feedback almost non-existent. As a result, teachers who were generally receptive to feedback and discussions around the change of professional practice have become suspicious and approach every discussion of change in practice with apprehension and anxiety because they are fearful of how the evaluation system will function.

A number of staff issues concerning sabbaticals and a mid-year hire of one of the school's Demonstration Teachers by Tweed is creating inconsistencies within the faculty. Additionally, the lack of an adequate candidate for an open ESL position has created a vacancy for a subgroup of students who are struggling in both Mathematics and English Language Arts.

List the 13-14 student academic achievement targets for the identified sub-groups.

All students: 5% increase in students achieving Level 3 or 4 on the NYS ELA Exam with a specific focus on the SWD subgroup.
Hispanic or Latino students: 5% increase in students achieving Level 3 or 4 on the NYS Mathematics Exam.

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

Initial goals were communicated to the staff at the opening faculty conference and to the members of the School Leadership Team during the initial meeting of each. The goals and corresponding data were reviewed and teacher teams provided feedback through their team leaders to the Teacher Leadership Team. In addition, the School Leadership Team also reviewed the goals and planning documents to provide feedback to the administration. Once the SCEP is finalized, it will be shared with the teaching staff and SLT during one of the regular meetings.

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

To improve the school's culture through the development of shared values within and across constituent groups by implementing structures and supports that increase communication, collaboration and consistency in all aspects of school life.

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

We will improve of school culture through the development of shared values around teaching and learning by providing all constituents with opportunities for:

students:

- academic and social and emotional supports for all students by clearly communicating expectations to ensure that they are provided a safe environment within the school so that they can engage with a rigorous Common Core Learning Standards aligned curriculum that promotes the attainment of conceptual understandings across grades and departments through engaging activities that challenge students individually and collaboratively at their current level of performance to promote their consistent intellectual, social and emotional growth. These services will be provided in-school, after school and on Saturdays.

teachers:

- professional development focused on whole school and individual improvement utilizing the Danielson Framework to communicate through a shared language, collaborate with one another to learn and share best practices through structured interdisciplinary and department meetings focused on student outcomes, and to create consistency across grades and disciplines so that consistent improved students outcomes can be planned, articulated and maintained.

parents:

- to engage in workshops and meetings that increase their understanding of parental involvement and parenting skills related to their child's academic progress so that they can become informed members of our school community who can communicate clearly with staff members concerning their child's needs, their children about the school's expectations and consistently reinforce the shared values of the school community to improve student outcomes.

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

This year MSAP's school wide focus is on argument writing. Last year the school saw gaps in student understanding in organizing essays and using and citing text evidence to support a claim. During the year, students showed growth in this area and in looking at initial scores from the ELA examination, we determined that the next logical and scaffolded step would be to help students create arguments in writing.

A key factor in creating these gains in student outcomes has been the school's focus on professional development. In building on the work of the previous two years, we will again work with a consultant from ASCD to plan and implement professional development. This plan will focus on the implementation of the Danielson Framework to identify key areas in need of improvement amongst staff members. The professional development will be designed to meet the needs of small groups of teachers as well as to differentiate professional development for individual teachers. This work will be supported by the Teacher Incentive Fund Grant. This grant has helped in part to fund the partial salaries of two Peer Instructional Coaches and two Demonstration Teachers. This work will be modeled and highlighted as one of the ways the school is planning to increase the role of teacher leaders in the decision making process of the school. Another method is the Teacher Leadership Team, which

meets once a week and serves as a committee that both drives the professional development and collaboration of the school. Teachers identify needs through their discussions and meetings with their interdisciplinary and department teams and carry those needs back to the Teacher Leadership Team meetings with the administration. In addition, the Teacher Leaders also carry to their teams school wide initiatives and plans and gather feedback and recommendations for implementation.

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

The school's most recent Quality Review (2012-2013) was rated as Proficient. Of note were the systems for improvement: 4.1 and 4.2 were rated Well Developed and 1.3, 3.1 and 5.1 were rated Proficient. In addition, the school has maintained consistent growth on the School Environment Survey; reducing Level 4 and 5 infractions on OORS thus leading to fewer principal and superintendent suspensions and as a result, a safe school environment. The school performed comparably with those in its peer group on last year's NYS exams and will look to improve on those scores this year through a school wide focus on argumentative writing.

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).							
Enhance teacher questioning, student discussion, and planning in order to enrich student participation thereby increasing opportunities for application of critical thinking skills.							
Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D for 1.2

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	X	2.3 Systems and structures for school development
	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 30, 2014 MSAP will enhance its functional system of targeted and frequent observations that tracks teacher progress so that 25% of teachers’ practice in component 3b of the Danielson Framework will have moved one proficiency level as demonstrated through formative and formal assessments.

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
<ol style="list-style-type: none"> 1. Teachers will complete a self –assessment using the research based Danielson 2013 Framework for teacher effectiveness. (2.2, 2.5) 2. Individual one to one IPC conferences at the beginning of the year to review previous year’s performance, identify professional goals and develop next steps for self-directed professional development primarily focused on the areas in need of improvement identified in the 2012-2013 Quality Review. (2.2, 2.3, 2.5) 3. Teachers will submit a goals form based on their 1 to 1 meetings. (2.2, 2.3, 2.5) 4. <i>Rounds of frequent formal actionable feedback will be given to staff on an ongoing basis throughout the year. (2.2, 2.3, 2.5)</i> 5. Professional development provided to teachers will be differentiated by individual need as well as small groups based on similar goals. (2.2, 2.3, 2.5) 6. Teacher directed study group of the shared text <u>Total Participation Techniques</u> will be conducted to identify and implement best practices. (2.2)
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Individual Teachers 2. Principal and individual teachers 3. Individual Teachers 4. Principal and Assistant Principal, required observations dependent upon teacher choice. 5. Principal, Assistant Principal, teacher leaders, additional staff as part of the Teacher Incentive Fund, educational consultant from ASCD including 14 days of embedded professional development, and educational consultant from the NYC Leadership Academy including 36 hours of mentoring for the principal and assistant principal 6. And actionable feedback at least three times per year starting with November’s Election Day activities, teacher leaders, identified teachers, copies of the shared text <u>Total Participation Techniques</u>
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. 100% of teachers will submit their self-assessment. 2. All IPC meetings will be conducted for all teachers by October 25, 2013. 3. 90% of teachers will submit their goals in the deadline given during their PLC meeting. 4. Actionable formal feedback will be given to all teachers and tracked on an ongoing basis throughout the year. 5. All teachers receive professional development to help them move from one proficiency to the next in 3b: Using Questioning and Discussion Techniques. 6. Options for and directed professional development will be provided to teachers based on their needs and actionable feedback at least three times per year starting in November’s Election Day activities.

D. Timeline for implementation and completion including start and end dates
1. Start 090313; completion 091013
2. Start 091313; completion 102513
3. Start 091313; completion dependent upon dates of IPC
4. Start 100113; completed ongoing throughout the year, through May 2014
5. Start 090313; and actionable feedback at least three times per year starting with November's Election Day activities and ongoing throughout the year
6. Start 12/13; completed 02/14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Hard and digital copies of the self-assessment document as well as the Danielson Framework of 2013 will be provided to teachers.
2. Individual meetings will be scheduled during teachers' preparation periods, teachers will be provided an artifact that captures the contents of their individual planning conference.
3. Teachers will submit their goals form to the principal who will retain them for file.
4. The principal and assistant principal will conduct the required observations throughout the school year.
5. One educational consultant from ASCD x 14 days embedded professional development; per diem coverage for professional development and inter-visitation X 53 days
6. A teacher study group to identify and begin to implement best practices for up to 7 teachers X 11 hours each at the per session rate.

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
List any additional fund sources your school is using to support the instructional goal below.											
The school is using monies from the Teacher Incentive Fund to support partial release programs for two teachers to serve as Peer Instructional Coaches and two to serve as Demonstration Teachers.											
Fair Student Funding is also being used to supplement the embedded professional development with ASCD.											
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	X	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 #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).			
The school leaders, with the support of the SESIS, should provide professional development (PD) opportunities for all teachers on a variety of instructional strategies to promote differentiation of instruction, including content, process and product. The focus of the PD should be on the use of data to drive lesson planning and instruction. Strategies should focus on ensuring that tasks match the academic needs of the identified subgroup and are aligned to CCLS. School leaders should regularly monitor teachers' planning and instructional practice in the classroom to ensure that differentiated activities are in place for students with disabilities throughout the school. –SQR 11-12 p. 4			
Review Type:	SQR	Year:	2011-2012
Page Number:	4	HEDI Rating:	N/A

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.			
	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	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.
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Teachers will meet in teams three times per week across grades and/or subjects to modify planning and enable all students' access to a robust curriculum as evidenced in June 2014 by a gain of 5% in student progress on multiple formative and summative assessments including, performance tasks, learning progressions and State Exams.

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. *Teacher teams post agendas and minutes on the school's google platform to ensure collaboration by all teachers including the arts, philosophy and school leaders. (3.4)*
2. *Teacher teams will collaborate during grade and/or subjects to modify/create CCLS aligned unit and lesson plans to ensure that students have access to a robust concept based curriculum. (3.3, 3.4, 3.5)*
3. *The school leaders and staff will create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why, by having teacher teams collaborate during grade and/or subjects to modify/create CCLS aligned units of study including formative and final tasks as well as lesson plans to ensure that pertinent decisions will be made in regards to academic curriculum and students use of higher cognitive abilities and track students' progress against created learning progressions. (3.3, 3.4, 3.5)*
4. Teachers will use a variety of tools including CCLS, DOK and UDL to appropriately align unit lesson plans that promote rigor and higher order thinking skills to engage and assist students in the analysis and citation of information to substantiate a stance while infusing multiple entry points to address and instructionally challenge all students. (3.3, 3.4, 3.5)
5. Ongoing professional development will be provided to teachers based on their individual needs as well as small group and whole school needs to support teachers' work on creating effective teams that modify planning to ensure students access to a robust curriculum. (3.3, 3.4, 3.5)

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

1. Teacher leaders, aligned teacher teams and the school's google documents system, SBO to create the time in the schedule for teachers to meet as their professional assignments.
2. Teacher leaders, teacher teams and the principal and assistant principal and an SBO to create the time in the schedule for teachers to meet as their professional assignments and after school.
3. Teacher leaders, teacher teams and the principal and assistant principal, additional staff as part of the Teacher Incentive Fund, educational consultant from ASCD including 14 days of embedded professional development and an SBO to create the time in the schedule for teachers to meet as their professional assignments.
4. Teacher leaders, teacher teams and the principal and assistant principal, additional staff as part of the Teacher Incentive Fund, educational consultant from ASCD including 14 days of embedded professional development and an SBO to create the time in the schedule for teachers to meet as their professional assignments.
5. Teacher leaders, teacher teams and the principal and assistant principal, additional staff as part of the Teacher Incentive Fund, educational consultant from ASCD including 14 days of embedded professional development.

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

1. The Teacher Leadership Team and principal will review teacher team minutes on a monthly basis to ensure collaboration 5 teachers x 1 meeting per month.
2. Teacher Leaders will update the Teacher Leadership Team on a weekly basis as to the status of teachers' planning and next steps. Due to the lack of curriculum materials, the new Common Core resources will be reviewed, aligned and implemented with the school's pre-existing curriculum maps on an ongoing basis. 5 teachers x 1 meeting per week.
3. Learning progressions for argumentative writing will be created for the four "major" subject areas and be used to assess students' progress throughout the school year utilizing mid and end of the year assessments.
4. Formal teacher evaluations will be tracked and reviewed to determine the effectiveness of the professional development on teacher practice.
5. Teacher evaluations of professional development will be collected on the days of major professional development sessions and include a mid-year survey to help determine next steps.

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

1. 090313 ongoing through 063014
2. 090313 ongoing through 063014
3. 090313 ongoing through 063014
4. 090313 ongoing through 063014
5. 090313 ongoing through 063014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity										
1. Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate										
2. Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate										
3. No additional cost for this activity.										
4. No additional cost for this activity.										
5. Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate, per diem coverage for professional development and inter-visitation X 53 days										

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

List any additional fund sources your school is using to support the instructional goal below.

The school is using monies from the Teacher Incentive Fund to support partial release programs for two teachers to serve as Peer Instructional Coaches and two to serve as Demonstration Teachers.

Tax Levy Citywide Instructional Expectation funds are used to support the per session of the Teacher Leadership Team.

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	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		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).

Develop class-level systems for tracking student progress so that continuity in checks for understanding drive on the spot adjustments leading to hastened student progress and student ownership of learning.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D for 2.2
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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	X	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 30, 2014 teacher teams will have collaborated to conduct a minimum of two inquiry cycles across grades and/or subjects the results of which will be used to modify planning to develop action plans and adjust instruction aligned to the school wide focus of writing arguments and measured by students demonstrating progress by at least one learning progression level on school wide assessments.

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. *Teacher teams post agendas and minutes on the school's google platform to ensure collaboration by all teachers including the arts, philosophy and school leaders. (4.2, 4.4, 4.5)*
2. *Teacher teams will collaborate during grade and/or subjects to modify/create CCLS aligned unit and lesson plans to ensure that students have access to a robust concept based curriculum. (4.2, 4.4, 4.5)*
3. *The school leaders and staff will create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a*

regular basis targeting what is taught and why, by having teacher teams collaborate during grade and/or subjects to modify/create CCLS aligned units of study including formative and final tasks as well as lesson plans to ensure that pertinent decisions will be made in regards to academic curriculum and students use of higher cognitive abilities and track students' progress against created learning progressions. (4.2, 4.4, 4.5)

4. *Create a cycle of inquiry that will be followed school wide to develop action plans that incorporate instructional practices and strategies and adjust instruction to promote high levels of student engagement. This will become differentiated by grade level needs after the first cycle. (4.2, 4.4, 4.5)*
5. Ongoing professional development will be provided to teachers based on their individual needs as well as small group and whole school needs to support teachers' work on creating effective teams that modify planning to ensure students access to a robust curriculum. To ensure rigor teachers will utilize Webb's Depth of Knowledge, CCLS Shifts Document and strategies from the Universal Design for Learning to ensure multiple entry *points and challenging, engaging curriculum for all students. (4.2, 4.4, 4.5)*

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

1. Teacher leaders, aligned teacher teams and the school's google documents system, SBO to create the time in the schedule for teachers to meet as their professional assignments.
2. Teacher leaders, teacher teams and the principal and assistant principal and an SBO to create the time in the schedule for teachers to meet as their professional assignments and after school.
3. Teacher leaders, teacher teams and the principal and assistant principal, additional staff as part of the Teacher Incentive Fund, Curriculum and Staff Development from ASCD including 14 days of embedded professional development and an SBO to create the time in the schedule for teachers to meet as their professional assignments.
4. Teacher Leaders, teacher teams, assistant principal and the principal and an and an SBO to create the time in the schedule for teachers to meet as their professional assignments
5. Teacher leaders, teacher teams and the principal and assistant principal, additional staff as part of the Teacher Incentive Fund, and Curriculum & Staff Development from ASCD.

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

1. The Teacher Leadership Team and principal will review teacher team minutes on a monthly basis to ensure collaboration.
2. Teacher Leaders will update the Teacher Leadership Team on a weekly basis as to the status of teachers' planning and next steps. Due to the lack of curriculum materials, the new Common Core resources will be reviewed, aligned and implemented with the school's pre-existing curriculum maps on an ongoing basis.
3. Learning progressions for argumentative writing will be created for the four "major" subject areas and be used to assess students' progress throughout the school year utilizing mid and end of the year assessments.
4. The Teacher Leadership Team and principal will review teacher team minutes on a monthly basis to ensure teacher inquiry is being conducted and evaluated through the use of student work.
5. Formal teacher evaluations will be tracked and reviewed to determine the effectiveness of the professional development on teacher practice. In addition, teacher evaluations of professional development will be collected on the days of major professional development sessions and include a mid-year survey to help determine next steps.

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

1. 090313 ongoing through 063014
2. 090313 ongoing through 063014
3. 090313 ongoing through 063014
4. 090313 ongoing through 063014
5. 090313 ongoing through 063014

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

1. Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate
2. Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate
3. Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate and Curriculum & Staff Development from ASCD x 14 days embedded professional development.
4. Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate
5. Curriculum & Staff Development from the NYC Leadership Academy X 36 hours and the Teacher Leadership Team will utilize 5 teachers X 1hour X 4 sessions/month X 9 months at the per session rate, per diem coverage for professional development and inter-visitation X 53 days

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
List any additional fund sources your school is using to support the instructional goal below.											
Some of the members of the Teacher Leadership Team are partially funded by the Teacher Incentive Fund grant. Fair Student Funding is also being used to supplement the embedded professional development with ASCD. Tax Levy Citywide Instructional Expectation funds are used to support the per session of the Teacher Leadership Team.											
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	X	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).											
Though there has been a positive progression in responses on the School Environment Survey over the past two years, student responses do not align with those of parents and teachers with the biggest gaps noted in Engagement and Safety and Respect. (2012-2013 School Environment Survey) p. 1											
Review Type:	School Environment Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	NA				

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.											
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health								
X	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 30, 2014, the school will enhance the existing overarching school wide PBIS system to support and sustain social and emotional developmental health, thru the implementation and monitoring of a merit/demerit system, and evidenced by a reduction in the number of Level 4 and 5 infractions.											

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. Review the School Environment Survey results from the 2012-2013 school year and determine the school's needs. (5.2, 5.3, 5.4, 5.5)											
2. Create a clear system of merits/demerits to clearly articulate positive incentives and negative consequences to the school community. (5.2, 5.3, 5.4, 5.5)											
3. Articulate the new system to all stakeholders. (5.2, 5.3, 5.4, 5.5)											
4. Develop a system to monitor students' adherence to the school wide PBIS matrix via the use of a merit/demerit system. (5.2, 5.3, 5.4, 5.5)											
5. Identify and invite at-risk students to participate in the Achieve Now Saturday Academy. (5.2, 5.3, 5.4, 5.5)											
6. Survey the school community and analyze survey results to develop next steps to support and enhance the educational experience of specific groups of students and the school as a whole. (5.2, 5.3, 5.4, 5.5)											
B. Key personnel and other resources used to implement each strategy/activity											
1. Principal, assistant principal, dean and guidance counselor.											
2. Principal, assistant principal, dean and guidance counselor with input from teachers.											
3. Principal, assistant principal, dean and guidance counselor and teachers.											
4. Principal, assistant principal, dean and guidance counselor and teachers, JupiterGrades online grade book and the school's google documents system.											
5. Achieve Now Academy teachers, dean, guidance counselor.											

6. National School Climate Center's survey, volunteer teachers and School Leadership Team.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Identify the school's needs and prepare next steps. 2. Present the new merit/demerit system to all staff members at the opening conference for the 2013-2014 school year and solicit feedback. 3. Present the new merit/demerit system to all students and parents at orientation nights. 4. Monitor staff and students' adherence to the merit/demerit system and make adjustments where appropriate. 5. Monitor student attendance and recidivism rates of those who participate in the program. 6. Develop a plan of action for the implementation, review and determined next steps
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Summer 2013 through receipt of LES 103113 2. August and September 3, 2013 3. September 2013 4. 090313 ongoing through 063013 5. January 2014 through 6. 010214 ongoing through 063016
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. No additional cost for this activity. 2. No additional cost for this activity. 3. No additional cost for this activity. 4. No additional cost for this activity. 5. Achieve Now Academy Grant up to 7 teachers X 108 each hours at the per session rate, 1 administrator X 108 hours at the per session rate, 1 guidance counselor X 108 hours at the per session rate 6. Per session will be made available for up to 10 teachers X 2 hours for 6 sessions to analyze survey results, additional funding has been supplied through the 21st Century Learning Center for the school to work with the National School Climate Center

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.

Achieve Now Academy Grant through NYC Department of Education's Office of School and Youth Development.

21st Century Community Learning Center Grant

TL Summer School Support for OAPR to supplement the Achieve Now Academy Grant

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.

	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

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).

Parent engagement remains a weakness for our school despite parents stating that communication has increased over the past two years.

Review Type:	School Environment Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	NA
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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	X	6.3 Reciprocal communication
X	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 30, 2013 MSAP will have increased the number of parents who regularly attend workshops at the school by 5%.

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. Build capacity within the school's Parent-Teacher Association through team building exercises and meetings. (6.2, 6.3, 6.4, 6.5)
2. Create additional curriculum nights that focus on the exploration of the school's instructional focus to engage parents through the study of their child's work. (6.2, 6.3, 6.4, 6.5)
3. Develop content specific Curriculum Nights for parents to be presented by department teachers. (6.2, 6.3, 6.4, 6.5)
4. Utilize Urban Advantage Family Science trips to create opportunities to engage parents and students in developing an understanding of the school's instructional expectations. (6.2, 6.3, 6.4, 6.5)
5. Additional parent engagement workshops focused on parenting skills, provided by Leadership, Inc. (6.2, 6.3, 6.4, 6.5)

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

1. Principal, PTA Executive Committee, parent coordinator, and consultants from Leadership, Inc. (through the 21st Century Community Learning Center Grant)
2. Teacher Leadership Team teachers, principal and assistant principal, parent coordinator.
3. All teachers, principal, assistant principal, and parent coordinator.
4. 2 Urban Advantage Teachers, principal, assistant principal and parent coordinator
5. Principal, parent coordinator and consultant from Leadership, Inc.

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

1. Meeting to be held in December 2013 and the next steps gleaned from that meeting.
2. Specifically invite parents who attend these workshops to attend the next set to help maintain consistency.
3. The number of repeat parents who attend multiple department curriculum nights.
4. The number of repeat parents who attend multiple Urban Arts specific family events.
5. The number of repeat parents who attend multiple workshops on parenting skills.

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

1. December 10, 2013.
2. January 2, 2014 through January 31, 2014
3. January 2, 2014 through June 30, 2014
4. November 2013 through June 30, 2014
5. November 2013 through June 30, 2014

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

1. Funding provided by the 21st Century Community Learning Center Grant to support the consultant from Leadership, Inc.
2. Up to 20 teachers X 2 hours each at the per session rate to conduct parent workshops.
3. Up to 20 teachers X 2 hours each at the per session rate to conduct parent workshops.
4. Funding and passes to cultural institutions provided by the Urban Advantage program
5. Funding provided by the 21st Century Community Learning Center Grant to support the consultant from Leadership, Inc. and additional sessions using the remaining parent engagement funds.

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.

21st Century Community Learning Center Grant

Urban Arts Program funding.

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
	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	Extended Day Learning Clubs (125)	Small group instruction	Tuesdays and Wednesdays after school 2:30-3:20 pm
	Achieve Now Saturday Academy (90) (Achieve 3000)	Small group instruction	Saturdays 8-12pm/8-2pm
	AIS Skills Intervention (144)	Whole class	During the school day
Mathematics	Extended Day Learning Clubs (125)	Small group instruction	Tuesdays and Wednesdays after school 2:30-3:20 pm
	Achieve Now Saturday Academy (90)	Small group instruction	Saturdays 8-12pm/8-2pm
	AIS Skills Intervention (150)	Whole class	During the school day
Science	Extended Day Learning Clubs (30)	Small group instruction	Tuesdays and Wednesdays after school 2:30-3:20 pm
Social Studies	Extended Day Learning Clubs (30)	Small group instruction	Tuesdays and Wednesdays after school 2:30-3:20 pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Achieve Now Saturday Academy (90) (PBIS and Peer Leadership)	Small group instruction	Saturdays 8-12pm/8-2pm

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.

This year the school will seek partnerships with private colleges and universities to establish a stream of steady highly qualified candidates. Each year teacher assignments are developed through a review of current teacher practice and assignment, teacher requests via a preference sheet and NYS data results. In addition to professional development provided by both the school and the Network, MSAP has enlisted the support of a consultant from ASCD (Association for Supervision and Curriculum Development) to plan and implement rigorous professional development to support the ongoing improvement of professional practice on the following topics but not limited to: differentiated instruction, curriculum mapping, using data to inform instruction, aligning assessments, developing learning progressions, and the Danielson Framework for Teaching 2013

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).

All teachers complete a self assessment on the Danielson Framework so that they can collaboratively create professional goals with the principal for the school year. These individual goals are aligned to the school wide goals contained in the Quality Review as well as the school wide data to inform next steps for the whole school community as well as for small groups and individual teachers. Teachers are given recommended next steps to engage in their own self-directed professional development on their individual needs and goals. In this way, MSAP differentiates professional development to meet the needs of all members of the staff. Administrators conduct teacher observations and look for evidence of teachers meeting these goals during visits. This information is used to adjust professional development to address gaps in teacher pedagogy. This is a process that continues throughout the year and also solicits feedback from teachers after major professional development days and a mid-year survey. In addition to the expertise contained within the administration and the Network, the school has secured the services of a consultant from the Association for Supervision and Curriculum Development (ASCD)

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.).

Tax levy and all Title I monies will be used support teacher development and collaboration through the funding of the assistant principal. Specific Title I 5% set-aside for highly qualified teachers and Priority/Focus SWP monies will be used for consulting with ASCD (Association for Supervision and Curriculum Development) and membership in content specific professional organizations as resources for teacher planning and collaboration. Citywide Expectation funds will be used to organize and focus school wide improvement and inquiry efforts through the establishment of a school wide team consisting of administrators and instructional lead teachers to drive and coordinate improvement efforts. Teacher Incentive Fund Grant monies will be used to partially fund 2 Peer Instructional Coaches as well as 2 Demonstration Teachers for the purpose of identifying and supporting the implementation of best practices throughout the school. Data specialist monies will be used to support the data specialist in creating a central data bank for teacher to analyze a variety of data sources used in planning efforts. TL Achieve Now Grant monies will be used to create a Saturday Academy to provide academic and behavioral support to at-risk students. Additional TL Summer School OAPR funds will be used to support the guidance portion of the program as well as additional teachers. Currently, 28 STH students are supported in the same way as others and additional supplies will be purchased and allocated specifically for their use (including but not limited to uniform shirts, binders, pens, folders).

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.

Teachers were represented in the MOSL committee that met during the summer to discuss and create the list of MOSLs that would be used as part of this year's Teacher Effectiveness. In addition, the school's instructional focus build's off of last year's and will drive the creation and use of interim assessments to measure student progress. Teachers have been provided additional input into this process through their teacher teams and that information flows upwards from the teams, through their team leaders to the Teacher Leadership Team where teachers and administrators collaborate to make all key school wide decisions concerning curriculum, instruction, assessment and grading

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).

MSAP Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact during SLT and PTA meetings;
- 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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;
- develop workshops for parents based on their needs, which this year's survey indicates a preference for parenting skills, financial planning and general support for their children;

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;
- increase the number of parent workshops and curriculum nights for parents to attend.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

best

to

learn..

**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 18	Borough Brooklyn	School Number 588
School Name The Middle School for Art and Philisophy		

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 Neil J. McNeill, Jr.	Assistant Principal Richard A. Dixon
Coach type here	Coach type here
ESL Teacher Vacancy	Guidance Counselor Lea Denis
Teacher/Subject Area Mathew Campbel/ELA	Parent Geneva Francis
Teacher/Subject Area Grace Benjamin/ELA	Parent Coordinator Audrey Rhoden
Related Service Provider Nina Perchenok	Other type here
Network Leader(Only if working with the LAP team) Juila Bove	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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	332	Total number of ELLs	20	ELLs as share of total student population (%)	6.02%
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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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							5	6	9					20
Pull-out							5	6	9					20
Total	0	0	0	0	0	0	10	12	18	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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	16			3						19
Total	16	0	0	3	0	0	0	0	0	19

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*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							3	3	3					9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							2	1	5					8
French								2	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	6	9	0	0	0	0	20

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	0			5
7	5	0			5
8	4	2			6
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								5
7	5								5
8	9								9
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.

All students are tested using Fountas and Pinnell. Once a child's level is determined instructors are able to prescribe specific instruction to meet the needs of the student. The ELL teacher also shares the information from the NYSESLAT and the LABr with the content area teachers. In addition, the school uses data from Achieve 3000 to measure students' progress. In addition, all ELL students are performing at Level 1 on the NYS mathematics examination. As a result, math teachers have begun to utilize more visual representations for these students. Lastly, ELL students are part of the inquiry cohort for all interdisciplinary teams and are included in the focus groups for intervention services.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that the students who are beginners (3 students) are new to our community. The students who fall in the Advanced or Intermediate category have shown gains on the NYSESLAT, as well as on the NYS ELA exam.
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](#))

The 2013 NYSESLAT combined modality sets analysis data (RNMR) has not been released as of 11/25/13.

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?

Patterns reveal that the majority of our ELL population does well on the speaking and listening but tend not do well on the reading and writing modalities. The school has used this information as well as information from the periodic assessments to develop goals for the ELL population. We are targeting the Advance students to move them out of ESL and targeting the Intermediate students to either make them advanced or move them out all together. With the Beginners we are working at making them progress to either Intermediate or Advanced. Our goal is for every ELL to become proficienient on the NYSESLAT. We have noticed that the students tend to have the same issues in reading and writing that they have in their native language, to address this we use the data taken from periodic assessments to examine the specific strands and address the areas of need for the students. Many of the students can benefit form Achieve 3000 and individualized instruction or tutoring. Our teachers use Google Tranlate to tranlate directions into their native language, this is a common practice in Math. The other classes student have glossaries. In addition, ELL students are targeted as part of interdisciplinary team inquiry focus and are part of the target groups of students who receive academic intervention services during the day and after school.

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.](#))

School has three tiers of RTI instruction.

UDL Strategies

Tier 1 – teacher driven intervention, whole class instruction

Tier 2 – small group instruction, additional support from teacher and/or push-n teacher

Tier 3 – 1:1 (individual) interventions, focus on specific strategies and skills to be implemented by AIS providers.

ELL students and their data are reviewed and students may be assigned to one or more of the following programs: 37.5 Extended Day Program, Saturday Academy, or our schools intervention pull out program. In addition to the programs mentioned all of the ELL students use Achieve3000 and their lexile levels assessed and tracked, as are the results of DRAs. Both measures are used to determine next steps for ELL students which include modified instruction and school wide strategies including Reading for Meaning and Task Rotation.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In content area subjects, teachers are using a variety of sttrategies to help students build English language skills, these include the teaching of interdisciplinary academic vocabulary and the use of school wide strategies like Reading for Meaning and Task Rotation which provide ELL students ,multiple entry points in to the curriculum. In addition, native language support is currently provided to Spanish speaking ELLs through the Spanish version of Achieve 3000, some translated materials, and Spanish native language books inside content area classrooms. Where possible, first language glossaries are made available to ELLs. We have staff members (the Guidance Counselor, Foreign Language Teacher our Dean and Para Professional) that are fluent in Hatitian Creole and Spanish.

These staff members provide translation and develop relationships with students as well as families to offer extra support where needed.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our program is evaluated on an ongoing basis. The program is monitored for progress by teachers and the administrative team. This is done through the use of NYSESLAT data, Jupiter Grades, classroom assessments and state exams. We also monitor progress by looking at the periodic assessments. Ultimately the final mark of success comes from seeing if we met AYP for ELLs.

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](#).)
The initial screening procedure is as follows: When ELLs come in the school to register, the Assistant Principal provides parents with a Home Language Identification Survey form (HLIS). Either the ELA teacher, Mr. Campbell, or the Assistant Principal, then evaluates the HLIS form. If the home language is stated as other than English, then an informal interview is conducted in both the native language and in English. Next, within 10 days of registration, the Language Assessment Battery-Revised (LAB-R) is administered to students identified as in need of requiring ESL services. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students' LAB-R scores, parents are informed and are invited to attend a Parent Orientation Session to ensure that parents understand all three program choices.
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.
The Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are shown the DVD explaining programs and are provided with brochures in the home language so that they can have all necessary information about bilingual/ESL services as well as the core curriculum, learning standards, expectations for students, and assessments. Parents have an opportunity to ask questions so that they can make an informed placement selection. Parents are encouraged to make a decision at this meeting. If they are not prepared to do so, a staff member who speaks their native language will contact them within five days regarding their decision. In addition, a letter is sent home with the child in the home language as a follow up. If the school still does not receive a response, the Assistant Principal will attempt to make contact every day thereafter.
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 [\[see tool kit\]](#).)
Parents receive a Placement Letter and an Entitlement Letter in their home languages via mail and copies are sent home with students. These are collected by the ESL/Teacher and/or Assistant Principal and maintained in the Assistant Principal's office. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator, with the assistance of a translator, contact the parents at home within five school days. However, should parents require assistance in filling out the Parent Survey and Program Selection forms; they can obtain assistance from school personnel, i.e. the ESL Teacher/Coordinator and/or Assistant Principal with the aid of a translator.
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.

Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. In terms of newcomer ELLs, the LAB-R is administered, and their placement in ESL classes is based on their LAB-R scores. In terms of continuing ELLs, their placement in ESL classes is based on their most current NYSESLAT scores. Parents then receive a Placement Letter in the home language providing description of services. Students are given the letter which they sign for and logs are maintained by the Assistant Principal. Outreach is made by the ESL Teacher and/or Assistant Principal and parents are offered an additional consultation meeting if they would like one. MS 588 offers the freestanding ESL program and student's receive the mandated hours of ESL services as determined by their level of English proficiency. Parent choices are entered by the Pupil Accounting Secretary in ATS on the ELPC screen within 20 days of parent choice. The school recognizes the ASPIRA consent decree and should a parent default on program choice, students will receive Transitional Bilingual Education as their program.

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.

Using the information from ATS screens RLER and RLAT for current eligible ELLs in our school, the ESL teacher and AP in charge of ESL create a schedule to administer all four sections of the exam. The Speaking section is the first one to be administered during the speaking testing window. This is administered by the ESL teacher and scored by a second teacher who has been trained on NYSESLAT administration. The Speaking session is administered for each individual child and enough time is allotted for administration and scoring. We plan with the suggested time frame in mind, but are aware that the exam is untimed. The Listening, Reading and Writing subtests are given one day at a time for all grades and in order of difficulty. For example, on Monday is Listening, Tuesday Reading and Wednesday for writing. Attendance for this exam is monitored and all make ups are scheduled within the allotted administration window for each modality to ensure that we test all students who may have been absent for one or more sections of the exam.

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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend of parent choice is a Freestanding ESL Push -in/Pull-Out program. Our program model is aligned according to the parents' requests. We have a small group of ELLs in our building and consistently register approximately two to four students annually who speak Spanish, Haitian-Creole, and/or French. In the event a parent requests a program in Spanish (via ASPIRA) an alternative site will be identified and recommended after consultation with the Network support staff.

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])?
- 1a, 1b. The organizational model is a Freestanding English Push-in/Pull-out program. Our sixth grade population consists of five students, 3 Spanish, and 2 Haitian one of whom has an IEP. All of these students participate in the Freestanding ESL Push-in/Pull-out program. Our seventh grade ELL population consists of six students, one of whom has an IEP. All of seventh graders participate in the Freestanding ESL Push-in/Pull-out program. The eighth grade ELL population consists of nine students. The eighth graders participate in the Freestanding ESL Push-in/Pull-out program. The following represents the number of ELLs by grade in each language group: For 6th grade, we have Spanish (3) and Haitian (2). For the 7th grade, we have Spanish (3), Haitian (1) and French (2). For the 8th grade, we have Spanish (3) Haitian (4) and French (1). The Push-in component of the program model consists of the ESL teacher assisting the ELLs in the following classes: 8th grade math (single period), 7th grade math (double periods), and 6th grade ELA (double periods). The ESL teacher also will attend the math Common Prep Team meeting. The Pull-out component of the program model consists of these types of classes: Ungraded [all students regardless of grade are in one class], Heterogeneous [mixed proficiency levels in one class], and Homogenous regarding beginners [proficiency level is the same in one class].
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Regarding the Freestanding ESL Push-in/Pull-out program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week. In addition, the ESL teacher collaborates with the content area teachers to maintain a dialogue regarding ELL students' performance in their content area classes. Classroom teachers are encouraged to visit ESL sessions as well. This allows for increased coherency across instruction. MS 588 does not offer a Transitional Bilingual Program or Dual Language Program.

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.

All of our students are scheduled to receive ten periods of ELA instruction per week in addition to meeting their CR Part 154 mandates in ESL. The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and enrich language development includes: differentiated instruction; use of graphic organizers as a tool for scaffolding instruction; small group instruction; use of visuals as an added support; explicit vocabulary instruction in the content areas; mini-lessons that incorporate modeling, read alouds, and think alouds; the buddy system (support from peers of the same native language). The materials used in the content areas include translated texts, bilingual glossaries, and Achieve 30000 in Spanish. MS 588 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented and students become more knowledgeable about the writing process with the steps of the writing process supporting further language development and writing skills. In addition, students maintain a writing journal. Additional scaffolding is provided through bridging/building background knowledge; schema building; contextualization; text representation and metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered regularly as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language. In addition, school wide adopted strategies like Reading for Meaning and task Rotation have provided all students including the ELLs with multiple access to the curriculum providing them with the opportunity to meet the expectation of the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish speaking ELLs are assessed with the Spanish LAB. In addition, students can take certain state tests in their native languages when available, as well as use native language glossaries. When available, during the year, students are able to read translated passages and receive feedback in their native language from adults in the building who are able to translate for the classroom teacher. In addition, teachers regularly use the google translate feature online to provide students with feedback in their native language when there appears to be a comprehension issue.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher will create assessments to be implemented throughout the school year. In addition, ELL students are part of interdisciplinary inquiry cohorts and as such are measured against school wide learning progressions for the school's instructional focus. Lastly, their work on Achieve 3000 is tracked for progress throughout the school year.
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).

Regarding the SIFE population, there is an urgency to provide academic intervention services as an extension to the regular school program of pull-out services. The following interventions are also implemented:

- Development of an individualized student needs assessment.
- Creation of an AIS plan for the student with focus on the literacy and math components.
- Grade and age appropriate instructional support materials.
- Differentiation of instruction in all areas.

The school provides the following resources to facilitate the transition of Newcomers:

- An informal student orientation.
- A buddy system identifying a similar student in his/her class who will assist the Newcomer during the day.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Encourage students to participate in Academic Intervention supports.
- Home school communication.

The instructional plan implemented for ELLs receiving service 4 to 6 years, is one that will allow them to demonstrate growth in the acquisition of the second language and equally make annual progress in their state ELA and math exams, and achieve academically in all their content area classes. That is, beyond explicit ESL instruction, collaboration between teachers will ensure that the language needs of the ELLs are taken into consideration. Some aspects of this policy include:

- ELA and other content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers support students in understanding difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

The plan for long-term ELLs (those ELLs having completed 6 years of ESL) is to analyze their NYSESLSAT scores, as well as those of their ELA and Math assessments to identify any problem areas. Past analysis of our students has revealed deficiencies in both reading and writing. Our action plan for this subgroup involves focus on the specific identified deficiencies, shared strategic methods in all content areas to address these delays, differentiating for students' literacy needs and monitoring their progress in all content areas.

The plan for ELLs identified as having special needs is to:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
 - Collaboration between the ESL teacher, classroom teachers and IEP contact person to monitor student progress.
- Instructional interventions for ELL students with IEPs include extended day instruction in ELA (using materials such as Empire

State) and Math (using materials such as Number Power). The teachers align curriculum with the ESL teacher and differentiate instruction in the classroom to provide targeted instructional support on an individual basis. ELL students have also been identified and included in Inquiry Team Cohorts as part of teachers' action research in best practices to move student achievement forward.

Former ELLs have access to Achieve 3000 to allow for continued support of their diverse reading levels on content area texts. In addition, they are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. ELL students who transition to proficiency receive support from their homeroom/classroom teachers, AIS providers, and guidance team in collaboration with the ESL teacher.

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?

The school has adopted a number of instructional strategies used to help provide all students including ELLs with multiple entry points in to the curriculum, for example, Reading for Meaning and Task Rotation. Teachers are using grade level materials like CodeX and CMP3 as well as other leveled materials to help support ELL-SWDs with access to academic content and English language development. This includes translated text as part of the Achieve 3000 program. The materials were reviewed by teachers to determine their age and grade appropriateness and measured against the NYC DOE Instructional Materials Review Rubric to help ensure access to a rigorous curriculum.

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?

The school programs flexibly for student needs as dictated on IEPs. Where applicable, students who are exceeding benchmarks on established assessments and who have demonstrated socialemotional progress measured by interim progress reports and recommendations by the classroom teachers and guidance counselor are recommended to the school assessment team for consideration to be part of the ICT classes.

Courses Taught in Languages Other than English ⓘ

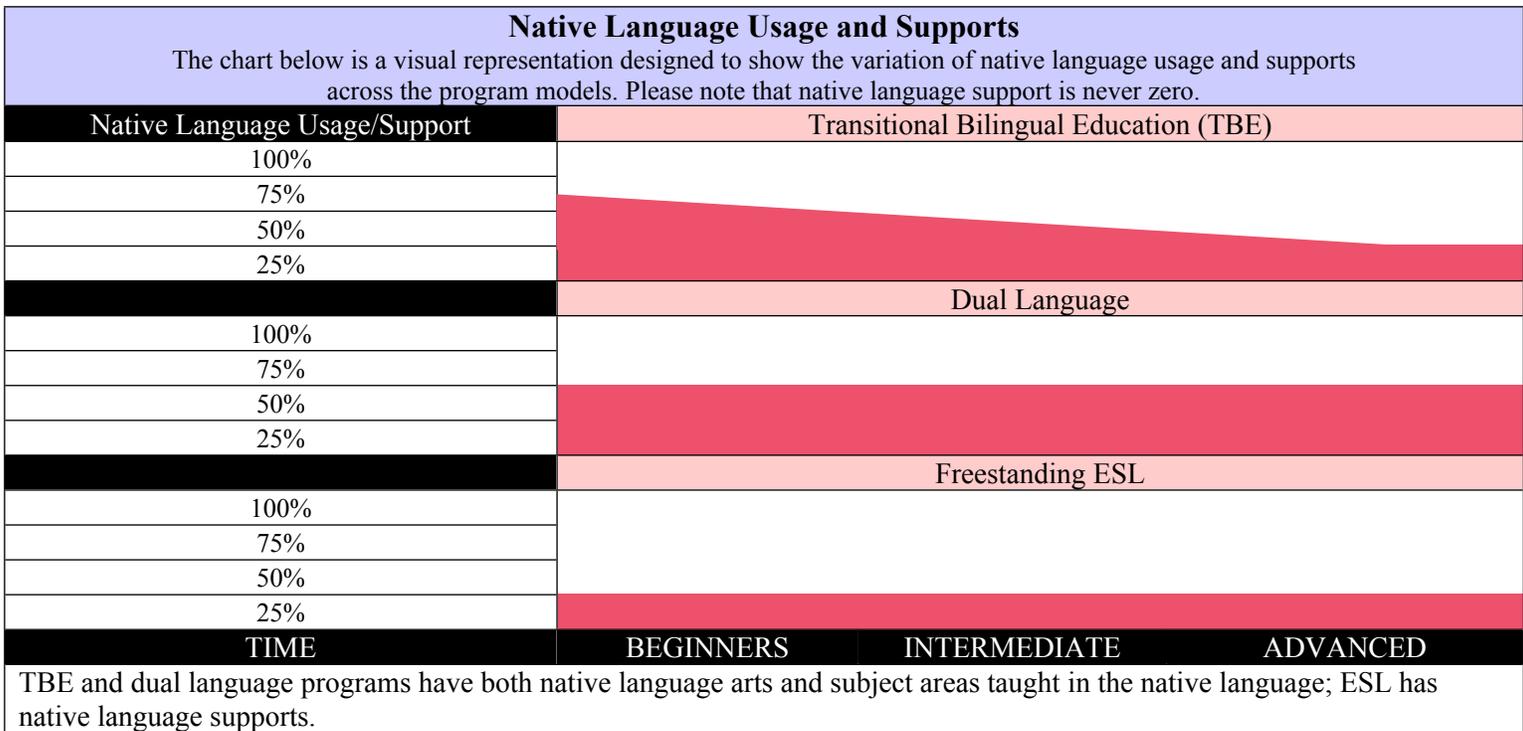
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

	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



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.

The range of intervention services for ELLs in ELA, Math and other content areas include: Achieve 3000 (for all ELL's and other students, used in content area classes regularly) to support varied reading levels; Saturday Academy (January through May, 9:00-1:00), which focuses on reading comprehension strategies and skills in ELA and developing competencies in math standards, specifically number sense and problem solving, as well as test preparation. Furthermore, ELL students participate in the Sports and Arts program (September through June, Monday through Thursday, 2:30-5:30pm) to help them to facilitate second language acquisition. ELLs also participate in the Extended Day Program Tuesdays and Wednesdays) which focuses on building writing skills through the use of graphic organizers thereby receiving additional support to help them structure their written pieces. Within the content area classrooms, teachers pair ELLs with higher performing students, some of whom are same language speakers and some who are English speakers, when needed to facilitate language and content acquisition. Small group instruction, dual language materials, and the use of technology also support the intervention needs of ELLs. During teacher team meetings teachers discuss strategies to further address the needs of ELLs within the classrooms.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The students who are in our current program have shown gains on the New York State ELA exam, as well as gains in language acquisition. Student work and lexile levels are monitored as part of the Achieve 3000 program, school wide assessments used as part of interdisciplinary teams' inquiry work and student work is monitored by classroom teachers. This happens during weekly team and department meetings and is articulated to the school's Teacher Leadership Team.

11. What new programs or improvements will be considered for the upcoming school year?

We are currently implementing CodeX and CMP3 Math. Both of these programs follow New York State Common Core Standards.

12. What programs/services for ELLs will be discontinued and why?

We have discontinued Conceptua math because of funding.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs such as the Extended Day program, after-school programs (21st Century, Sports and Arts and Achieve Now Academy) and extra-curricular activities through flyers, letters translated in the home language, and phone calls to parents where necessary. Because these students are in targeted sub-groups, they receive priority access to all extra-curricular and supplemental programs in the school. ELL students participate in programs with general education English language speakers. The 21st Century Program provides accelerated instruction through a project based learning model and arts enrichment (dance and instrumental music) and the Achieve Now Academy will provide ELL students with at-risk services that include ELA and math tutoring, social emotional development (peer mediation and guidance).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials used to support ELLs are composed of multi-level, multi-genred, and multi-grade tradebooks, textbooks across the content areas, teacher-created-differentiated materials, workbooks, test prep materials, reference books, and games. Technology is infused through the use of desktop and laptop computers, LCD projector, teacher created PowerPoint presentations, video clips, books on tapes, and access to various websites, such as Read Write Think, Starfall, National Geographic for Kids, Enchanted Learning, Scholastic, EdHelper, and others. This range of materials is used with each ELL subgroup as needed. ESL services and resources are age and grade appropriate since the ESL curriculum is aligned with the content area curricula. Content area teachers have access to Google Translate to support ELLs. In addition to the above each classroom is equipped with SMARTboards.

The content area instructional materials used to support ELLs are standard based aligned to the Common Core Learning Standards.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In ESL, native language support is currently provided to Spanish speaking ELLs through the Spanish version of Achieve 3000, some translated materials, and Spanish native language books. Where possible, first language glossaries are made available to ELLs. The ESL Teacher speaks French, and other staff members (including the Guidance Counselor, Foreign Language Teacher and Para Professional) are fluent in Haitian Creole, French and Spanish. These staff members provide translation and develop

relationships with students as well as families to offer extra support where needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

In the beginning of the year, administrators provide teachers with lists of ELL students in their classes and strategies to address their learning needs. Students are grouped first according to their grade levels for push-in/pull-out services. In this way, support and services are provided utilizing grade level materials with scaffolded supports in the way of shared instructional strategies (Reading for Meaning and Task Rotation).

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.

Before the school year starts the guidance counselor, and assistant principal look at the incoming population to identify ELLs. Letters are sent out to their families to welcome them to our community and explain the program we offer. These letters are sent out in English and their native language. ELL students are afforded the same access to orientation programs when the school conducts them.

18. What language electives are offered to ELLs?

We currently offer Spanish as an elective.

19. For schools with dual language programs:

- a. 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)?

MS 588 does not offer a Transitional Bilingual Program or Dual Language Program.

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.

Professional development at MS 588 is provided by school staff and Children First Network 602 personnel: In the beginning of the year, administrators provide teachers with lists of ELL students in their classes and strategies to address their learning needs. Teachers are encouraged to celebrate the progress of ELL students through classroom bulletin boards ("Meeting the Needs of ELLs"). Teachers also collaborate to analyze and evaluate the progress of their ELL students and strategize for next steps. Administrators provide additional support in the form of feedback through formal and informal conferences.

Our ELL Teacher will attend the same Professional Development that is provided to the staff, including the development of learning professionals.

Accumulative hours of professional development meets the required 7.5 hours of ELL training for all staff. We are currently developing systems to maintain records of meeting the requirement. Professional Development Resources provided for teachers of ELLs for school year 2013-2014 include but are not limited to:

Tools for Thoughtful Assessment - Silver

Total Participation Techniques - Himmele and Himmele

Essential Questions - McTighe and Wiggins

September: Needs based on previous year's data

Interdisciplinary Team Meetings, Monthly ELA/Math Ambassador Meeting, IPC

3rd: Professional Development for staff: Principal's Address, MOSL Committee Decisions, Advance and Measures of Teacher Practice, preparation, options, plans for moving forward

4th: Literacy/Math Breakout Sessions (1a, 1b, 1d, 3d, 4d, 4e), PBIS and Tiered Interventions (1b, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 4c, 4e), Danielson Self-Assessment (All competencies), Review of Opening Day Procedures

9th: "All About Me Day" - September 16, 2013 (1b, 1c, 2a, 3a,)

Review of last year's memo, Self-Assessments (Due Tuesday by CoB), Staff contact and emergency contact information (4a, 4d, 4e, 4f), Literacy and Math Breakouts: Wrap up last Wednesday's PD sessions.

10th: Breakouts:

- Literacy: Finishing up the What, So What, Now What Protocol to look at the sample Social Studies and Science tasks.
- Math Breakouts: Finish questions from last week, identify goals and begin action planning around those goals (focus on strategies).
- Special Education: Introduction of new streamlined IEP tracking form, FNR procedure, case loads and IEP review list.

16th: Unpacking the MOSLs for Science, Social Studies and ELA

- Review of assessment task and rubric (1e, 1f, 3c, 3d, 4d)
- Review of the scoring guide (1d, 1e, 3a, 3c, 3d, 4a, 4d, 4e)
- Complete and submit the team reflection for implementation (1c, 3a, 3d, 4a, 4d)

23rd: Unpacking the MOSLs for Science, Social Studies and ELA

- Norming Activities (1e, 1f, 3c, 3d, 4d)
- Break up classes and determine who will be responsible for each.
- Distribute Marking Numbers

30th: Review of Teacher Effectiveness Visit: Highly Effective Practices

- School wide practices
- Teacher practice

MOSL Grading

October:

Interdisciplinary Team Meetings, Monthly ELA/Math Ambassador Meeting, One to one meetings with the Principal continue, School wide inquiry/steering committee meetings, New Teacher Learning Walk (Bulletin Boards)

2nd: New Teacher Learning Walk: Bulletin Boards

Celebrations, Bulletin Boards: Why the importance? What are the purposes that our bulletin boards serve? Bulletin boards at MSAP – evolving...

Learning Walk: Bulletin Board Criteria, Best Practices, Due date

7th: Teacher Effectiveness

- Next Steps for PD and timelines (4e, 4f)

Lesson Plans with embedded assessment strategies from Tools for Thoughtful Assessment (1a, 1d, 1e, 3d)

Reflection Logs (4a and assorted competencies)

- Recommendations and school wide next steps

Professional Learning Log (4d, 4e)

Additional materials

MOSL Marking (1c, 3d)

21st: Where are we?

- Ending of the first quarter – traditional date of October 31, 2013.
- Election Day Professional Development
- Progress Report for 12-13...coming shortly.
- Who are we?
Teacher Effectiveness
- Flexible Teacher Learning Groups (All competencies) (What is this?, Transparency, Help)
- Bulletin Board Feedback Letter (1a, 1c, 1e, 1f, 2a, 2b, 3a, 3c, 3d, 4d, 4f) (Aligned “rubric”/documentation format)
- Next Steps and 1c: Setting Instructional Outcomes

28th: ARIS Learn Module on 1c: Setting Instructional Outcomes

Week of October 28th – Team Meeting: Academic and Domain Specific Vocabulary

The outcome is to identify how we will embed strategic vocabulary instruction in our curriculum.

- With your interdisciplinary team, you will use your curriculum maps to identify the academic vocabulary that needs to be taught across the team.
- With your department team, you will identify the domain specific language students need to be able to interact with within your content area.

November:

Interdisciplinary Team Meetings, Monthly ELA/Math Ambassador Meeting, School wide inquiry/steering committee meetings

4th: Building the Scope and Sequence for Argumentative Writing

- Department teams will brainstorm on chart paper what students are expected to know, understand and be skilled at to conduct argumentative writing in their content area.

5th: Election Day

- Building the Scope and Sequence for Argumentative Writing – teachers will take their brainstorms and put the information into blank scope and scale documents under the direction of Mary McDonough, ASCD Consultant. Product: Scope and scale for argument writing in the content areas in grades 6-8.

• Conflict Management: Escalating and De-escalating Language with Richard Cardillo, Director of Education, National School Climate Center

- Explore issues of conflict: What causes conflict, how do we deal with conflict, and develop the concept of conflict as part of a transformative process to better engages as a staff and with our students.

- Apply the process of using experiential activities as an effective tool to teach communication, cooperation, and building community among young people

• Danielson Small Group Professional Development: teachers will explore specific ARIS Learn modules based on the individual goals they identified as part of their IPCs.

18th: The Power of Two Debrief: Cheena Mitchell and Remy Hyggens Network 602 Support 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3c, 3e, 4a, 4b, 4c, 4d, 4e, 4f

25th: School Wide Focus: Argumentative Writing: Persuasive writing v. Argumentative writing (teachers will examine the subtle but important differences between persuasive and argumentative writing through a brainstorming activity and by examining an example of each).

December through June will be determined through a needs assessment as the year continues based on needs identified by teachers and administrators.

CFN Support Workshops attended by teachers who service ELLs have included:

- Scaffolding in the content areas
- Data analysis for ELLs
- Differentiation in the ESL classroom
- Academic rigor
- The Common Core Standards

Other PDs include:

- Monthly Department Meetings, Grade Level Meetings, and Faculty Meetings
- Family Orientations
- Professional Library on ELLS – Calla
- Translation services to improve family engagement

When applicable, incoming ELL students are grouped together with the guidance counselor for counseling. This is to help provide a smooth transition from elementary to middle school. Students are also grouped in the same class when possible so that they can provide support to one another. ESL Liason turnkeys information to school staff, including paraprofessionals, guidance counselors, and parent coordinator. Teacher attendance at professional development sessions are recorded by their signatures and maintained in the professional development binder located in the principal's office.

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?

To encourage continuing community involvement, ELL parents are provided with a venue to participate in the life of our school. During the school year, MS588 provides meetings for parents focused on instructional issues, such as assessment, standards, promotional policies, and strategies for them to support students' academic progress. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and ensure communication between the school and the home.

In addition the school has initiated a school website in which parents can obtain up-to-date information on diverse school activities. The website information is translatable into 50 languages to accommodate the parents/families of ELLs.

Our partnership with The Leadership Program, a CBO, provides services to our ELL parents during monthly PTA meetings. The organization offers bi-lingual facilitators, incentives to encourage parents to attend workshops and workshop materials are available in Spanish. The LES is provided to parents in their native language so that they can participate in the same way as our English speaking parents. In addition, the school intends to have its second survey, through the National School Climate Center also be made available so that the parents of ELLs can fully participate in the process. The school's parent coordinator meets with parents on an ongoing basis and secures the services of in-school translators when necessary. Should the school not be able to provide one at the time, it utilizes google translate and or other online translation services to communicate with parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Middle School for Art and Phil

School DBN: 18K568

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Neil J. McNeill, Jr.	Principal		
Richard A. Dixon	Assistant Principal		
Audrey Rhoden	Parent Coordinator		
Vacancy	ESL Teacher		
Genova Francis	Parent		
Grace Benjamin	Teacher/Subject Area		
Matthew Campbell	Teacher/Subject Area		
	Coach		
	Coach		
Lea Denis	Guidance Counselor		
Julia Bove	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **18K588** School Name: **Middle School for Art and Philoph.**

Cluster: **6** Network: **602**

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.

The school collects data to assess written and oral interpretation needs regarding parent's preferred language of communication, through analysis of information contained in home language survey forms during initial interviews with parents when parents register, emergency blue cards and ATS for students feeding from elementary schools and discussions at large with parents. For those families without this information in ATS we collect the information directly from the parents. The school keeps records of preferred language of communication for parents whose native language may be one other than English. Based on results received from these sources, a master list of all home languages was created. Through close examination of this information, we are able to determine the specific translation and interpretation needs so parents could be provided with appropriate information

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 school's needs for translation are currently limited to three languages: Spanish, French and Haitian Creole. These needs and the school's available resources to parents who may need translation services were articulated through a letter home and during the school's annual Title I presentation and meeting held during October's Parent-Teacher Association meeting.

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.

As often as possible to coincide with non-translated documents, the school translates parent contact via letters home utilizing google translate or another on-line translation resource for dissemination. The school will provide letters home to parents, school flyers and event announcements. This will be the responsibility of the Assistant Principal who handles our ELL needs within the building. In the event that we are unable to access on-line translation services, designated staff have volunteered their services to translate. These documents are translated immediately so that they can be disseminated at the same time as the English language letters.

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

Oral interpretation is provided to parents via staff members any time identified parents enter the building. We currently have multiple staff who can speak all three of the identified language needs of our school community. These staff are present during parent-teacher conferences and are available to parents by appointment. When we know they are unable to attend an event, an outside contractor will be called to ensure that parents be provided with the necessary translation services. We will contact the Department of Education oral translation services for conferences with parents in their native language. Simultaneous translators will provide translation services at school meetings. Oral translators will be hired to work during Parent Teacher conferences so that they can be active participants in their child's education..

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>.

During registration and at the start of the school year, each parent whose primary language is a covered language and who require language assistance services are provided with a translated copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Posted in the atria area there is a sign in each of the covered languages indicating the availability of interpretation services. The school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

