



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MICHELANGELO JUNIOR HIGH SCHOOL 144

DBN (i.e. 01M001): 11X144

Principal: JEREMY KABINOFF

Principal Email: JKABINO@SCHOOLS.NYC.GOV

Superintendent: ELIZABETH A. WHITE

Network Leader: RUDY RUPNARAIN

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
Jeremy Kabinoff	*Principal or Designee	
Karlene Turner	*UFT Chapter Leader or Designee	
Vanessa Gooden	*PA/PTA President or Designated Co-President	
Cheryl Nobile	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Debbie Hendry	Member/ Teacher	
Audrey Henry	Member/ Teacher	
Lola Francis	Member/ Parent	
Juliet Lewis	Member/ Parent	
Sharnequia Frierson	Member/ Parent	
Joan Belfour	Member/ Parent	
Ellen Barrett	Member/ Assistant Principal	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 11X144

School Configuration (2013-14)

Grade Configuration	06,07,08	Total Enrollment	713	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	34	# SETSS	8	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	9	# Drama	6
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	68.7%	% Attendance Rate	89.0%		
% Free Lunch	100.0%	% Reduced Lunch	0.0%		
% Limited English Proficient	6.5%	% Students with Disabilities	20.9%		
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American	67.0%		
% Hispanic or Latino	26.1%	% Asian or Native Hawaiian/Pacific Islander	4.3%		
% White	1.8%	% Multi-Racial	N/A		
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals	3		
# of Deans	1	# of Counselors/Social Workers	3		
% of Teachers with No Valid Teaching Certificate	3.0%	% Teaching Out of Certification	7.6%		
% Teaching with Fewer Than 3 Years of Experience	13.6%	Average Teacher Absences	7.6		
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4	8.8%		
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	43.6%		
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%		
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	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		

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

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	Yes
Economically Disadvantaged	No		

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

American Indian or Alaska Native	N/A	Black or African American	Yes
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	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 strength of our school's 2012-2013 SCEP was that it highlighted our school's plan of action for targeting improvements in teacher pedagogy, curriculum planning/writing, safety and respect, and classroom resources.			
Describe the areas for improvement in your school's 12-13 SCEP.			
J.H.S. 144 needs to continue to provide technological resources to ensure that all teachers have access to multiple instructional resources. Last year's plan was able to assist a third of the J.H.S. 144 staff. In addition, based on last year's Learning Environment Survey (although progress was made), J.H.S 144 needs to continue with plans to address students' social/emotional issues in order to sustain a safer environment for all students.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
A major barrier to developing our school's 2012-13 SCEP was having to use funding from various budget lines. Another challenge in implementing our schools SCEP was the difficulty in finding highly qualified substitutes due to staff being out on health leaves, which impacted classroom instruction for students.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The success of the SCEP started off with the SLT's feedback as well as feedback from the staff and the administrative cabinet. All constituencies agreed that these areas of concerns needed to be addressed in order for the school to succeed. In addition, it was evident that the SCEP attributed to the school's success as evidenced by the 'Proficient' with 'Well Developed' features the school received on the 2012-13 Quality Review. Our school also received a 'B' on the Learning Environment measure within the 2012-13 Progress Report showing successful implementation of activities outlined within our SCEP.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barriers in developing the SCEP are expected within the timing of the budget allocations. Funding sources are not readily available at the beginning of the year causing various initiatives to be placed on hold.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
J.H.S. 144's goal is to improve academic performance, primarily, in self-contained Special Education classes. Based on the 2012-2013 state exams, self-contained Special Education classes were the lowest scoring sub-group. An additional learning target is to increase the reading level of all students so that they are reading on grade level by the time they graduate from 8 th grade.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate the academic achievement targets outlined within the school's SCEP with staff and the community through staff conferences, email blasts, news bulletins and school leadership team meetings.			
Describe your theory of action at the core of your school's SCEP.			
The theory of action at the core of our school's SCEP is based on taking the recommendations for improvement from the Quality Review (2013) and the J.I.T (2010) to address all the recommended elements by June, 2014.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy for executing our theory of action is based on integrating the best practices of successful urban schools and incorporating feedback shared from the Superintendent, Network, and other educational support staff to continue to improve instructional practices and systems within the school. All strategies will be quantitatively tracked by school leaders and staff to measure progress.			
List the key elements and other unique characteristics of your school's SCEP.			
The key elements within our SCEP are our strategically developed goals and the pre-planned activities that will help us to accomplish each goal.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			

All activities aligned to our goals will be tracked using school created tracking tools and city and state data reports to monitor the school's progress.

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).

School leaders have not yet ensured that there are up-to-date resources to support the instructional program. Resources including books, are in short supply, are old and worn and do not motivate students to learn. Technological equipment is outdated and the school lacks technological expertise. Consequently, students have little experience with technology to prepare them for high school or their future careers (JIT).

Review Type:	J.I.T.	Year:	2010-2011	Page Number:	6	HEDI Rating:	Ineffective
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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.

	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, school leaders will allocate funds to purchase and integrate hardware, software, books and instructional intervention programs to ensure scholars are provided with up-to-date resources that motivate scholars to learn and prepare them for high school readiness. Achievement of goal will be evidenced through the increased amount of software and hardware used for instructional purposes throughout the school, as observed by school leaders through classroom visits and observations.

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.

- **Strategies/activities that encompass the needs of identified subgroups**
 1. In September 2013, Principal will align budgetary sources to purchase hardware: SmartBoards, iPads, iMacs, Mac books. **(SOP 2.4)**
 2. In September 2013, Principal will align budgetary sources to purchase software: BrainPop, i-Ready Math/ELA, Rosetta Stone, MYon Reader. **(SOP 2.3)**
 3. During the 2013-2014 school year the Principal will align budgetary sources to create Book Clubs, Regents Prep program, Specialized High-School test prep, After-school classes, and Saturday and morning programs with funding for per session for Supervisors and Teachers. **(SOP 2.3; 2.4)**
 4. In September 2013, Principal will align budgetary sources to purchase various guided reading libraries and classroom libraries. **(SOP 2.3; 2.4)**
 5. On a quarterly basis the administration will host feedback sessions to evaluate status of programs and resource issues. **(SOP 2.3)**
 6. In September 2013, School Principal and school programmer will create teacher time to analyze data and efficiency of programs and resources. **(SOP 2.3)**
- **Key personnel and other resources used to implement each strategy/activity**
 1. Principal will align budgetary sources to purchase hardware: SmartBoards, iPads, iMacs, Mac books.
 2. Principal will align budgetary sources to purchase software: BrainPop, i-Ready Math/ELA, Rosetta Stone, MYon Reader.
 3. Principal will align budgetary sources to create Book Clubs, Regents Prep program, Specialized High-School test prep, After-school classes, and Saturday and morning programs with funding for per session for Supervisors and Teachers.
 4. Principal will align budgetary sources to purchase various guided reading libraries and classroom libraries.
 5. Administration will host feedback sessions to evaluate status of programs and resource issues.
 6. School Principal and school programmer will create teacher time to analyze data and efficiency of programs and resources
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. By the end of the 2013-2014 all classrooms will have SmartBoards, iPads, iMacs, Mac books.
 2. By the end of the 2013-2014 all staff will have access to BrainPop, i-Ready Math/ELA, Rosetta-Stone, MYon Reader.
 3. By the end of the 2013-2014 all students will have been offered opportunities Book Clubs, Regents Prep program, Specialized High-School test prep, After-school classes, and Saturday and morning programs.
 4. By the end of the 2013-2014 all staff and students will have access to new guided reading libraries and classroom libraries.

5. By the end of each quarter, administration will evaluate the impact of all the programs and resources.
6. By the end of each quarter, administration will evaluate the impact of the teacher team initiative.

▪ **Timeline for implementation and completion including start and end dates**

1. In September 2013
2. In September 2013
3. During the 2013-2014 school year
4. September 2013
5. On a quarterly basis
6. September 2013

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

1. Budget meetings will take place with budget personnel to implement the hardware plan of action.
2. Budget meetings will take place with budget personnel to implement the software plan of action.
3. Budget meetings will take place with budget personnel and Assistant Principals to implement the various after-school programs.
4. Budget meetings will take place with budget personnel to implement and purchase libraries.
5. Principal, Assistant Principals and Coaches will meet on monthly basis to assess impact of the afterschool programs as well as software/hardware/library resources.
6. Principal and Assistant Principals will sit in on teacher teams to assess the teachers' practices with regard to analyzing data.

Budget and Resource Alignment

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

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

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

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs		X	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).

All teachers are engaged in inquiry based collaborations that include the integration of common core learning standards several times a week but the school needs to strengthen instructional practices school-wide to promote instructional coherence (proficient rated).

Review Type:	Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	Effective
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum		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.

Throughout the 2013-2014 school year, school leaders will ensure each collaborative teacher team is utilizing a research-based protocol for looking at and analyzing student work and/or data using the collaborative inquiry process in order to identify school-wide and/or individual group needs and instructional practices that can be integrated or piloted to improve classroom instruction. Collaborative teacher team work will be tracked by school administrators through each collaborative teacher team's documentation binder.

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. In September 2013, School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan. **(SOP 3.4)**
2. During the 2013-2014 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the "Word Generations" program. **(SOP 3.4)**
3. On a quarterly basis, Principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power Assessment as well as collect and assess teacher team data by grade, subject and departments. **(SOP 3.4, 3.5)**
4. In September 2013, Principal and administrative team will establish teaming opportunities after-school as well as the curriculum team will provide strategies from "Teach Like a Champion" to enhance teacher practice and share out best practices. **(SOP 3.4)**
5. During the 2013-2014 school year, curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time. **(SOP 3.4)**
6. In September 2013, Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices. **(SOP 3.4)**

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

1. School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.
2. Curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the "Word Generations" program.
3. Principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power Assessment as well as collect and assess teacher team data by grade, subject and departments.
4. Principal and administrative team will establish teaming opportunities after-school as well as the curriculum team will provide strategies from "Teach Like a Champion" to enhance teacher practice and share out best practices
5. Curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time.
6. Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices

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

1. Every week, School Principal and School Programmer will evaluate Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as evaluate Professional Developments every Monday along with assessing the Professional Development plans.
2. Every week, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the "Word Generations" program.
3. Every Quarter, Principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power Assessment as well as collect and assess teacher team data by grade, subject and departments.
4. Every month, Principal and administrative team will establish teaming opportunities after-school as well as the curriculum team will provide strategies from "Teach Like a Champion" to enhance teacher practice and share out best practices
5. Every month, curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time.
6. Every month, Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices

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

1. During the 2013-2014 school-year, School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.
2. During the 2013-2014 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the "Word Generations" program.
3. During the 2013-2014 school-year, Principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power Assessment as well as collect and assess teacher team data by grade, subject and departments.
4. During the 2013-2014 school year, Principal and administrative team will establish teaming opportunities after-school as well as the curriculum team will provide

- strategies from “Teach Like a Champion” to enhance teacher practice and share out best practices
- During the 2013-2014 school year, curriculum departments, teacher teams, coaches and assistant Principals will develop rigorous units of study via the teacher team and common planning time.
 - During the 2013-2014 school year, Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices

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

- Common planning periods will be embedded into the school day schedule.
- Word Generations will take place in every classroom promoting interdisciplinary teaming.
- Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
- Monday professional development sessions will be scheduled to support enhancing teacher practices from “Teach Like a Champion”.
- Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.
- Cabinet meeting times will be scheduled every Tuesday to evaluate calendar of collaborative practices.

Budget and Resource Alignment

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

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

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

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

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

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

The school expends considerable efforts in encouraging teacher risk-taking and emphasizing modeling as a non-negotiable for all lessons. Teachers, tapping into student interests and age-appropriate issues such as whether New York City school busses are an appropriate place for marketing junk food, censorship, the death penalty, dating violence, and military recruitment on school campuses, assure that students have a connection and interest in new learning. To ensure that all students are actively engaged, the use of technology including iPads, modeling and student led discussion are routine practices within classrooms. Planning documents for instruction include tiered and scaffolded questioning to assure that all students are met at their level, including students with disabilities and English Language learners. Professional development opportunities build awareness of the importance of high levels of rigor in both planning and implementation of tasks. However, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking (Proficient Rated)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	3	HEDI Rating:	Effective
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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
	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.

Throughout the 2013-2014 school year, school leaders will provide professional development opportunities to all instructional teachers targeting improved classroom strategies and lesson planning aligned to Danielson (1e) and (3b) so that teachers incorporate critical thinking and discussion opportunities within their daily lesson planning. Teacher participation in professional development will be tracked through attendance documentation.

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. In September 2013, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction **(SOP 4.2)**
2. During the 2013-2014 school year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms. **(SOP 4.2)**
3. Throughout the 2013-2014 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson). **(SOP 4.2)**
4. On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in "Teach Like a Champion". **(SOP 4.2, 4.5)**
5. During the 2013 school year, Principal, School programmer and Assistant Principals will provide time/schedule to conduct intra-visitations **(SOP 4.2)**
6. During the 2013 school year, Principal, School programmer and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities **(SOP 4.2)**
7. During the 2013-2014 school year, administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework. **(SOP 4.2)**
8. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning. **(SOP 4.2)**
9. During the 2013-2014 school year, school curriculum team will conduct 'Aim' and Question walks while monitoring progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation tracking tool. **(SOP 4.2, 4.5)**

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

1. School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction
2. Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
3. Teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. Teachers, A.P.'s and Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in "Teach Like a Champion".
5. Principal, School programmer and Assistant Principals will provide time/schedule to conduct intra-visitations
6. Principal, School programmer and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities
7. Administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
8. Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. School curriculum team will conduct 'Aim' and Question walks while monitoring progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation tracking tool.

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

1. On a monthly basis, School Principal and Programmer will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction
2. On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.
3. On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).

4. On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and Coaches will evaluate at how teachers look student work(data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will evaluate professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in "Teach Like a Champion".
5. On a weekly basis, Principal, School programmer and Assistant Principals will evaluate time/schedule to conduct intra-visitations
6. On a monthly basis, Principal, School programmer and Assistant Principals will evaluate time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities
7. On a monthly basis, administration will evaluate the use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs based on the Danielson Framework.
8. On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. On a weekly basis, school curriculum team will evaluate the 'Aim' and Question walks while evaluating the progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation tracking tool.

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

1. During the 2013-2014 school year,, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction
2. During the 2013-2014 school-year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
3. Throughout the 2013-2014 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. During the 2013-2014 school year, On a quarterly basis and during weekly teacher team meetings, teachers, A.P.'s and Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in "Teach Like a Champion".
5. During the 2013-2014 school year,, Principal, School programmer and Assistant Principals will provide time/schedule to conduct intra-visitations
6. During the 2013-2014 school year,, Principal, School programmer and Assistant Principals will provide time/schedule to conduct inter-visitations amongst other schools sharing best practices and provide Professional Development on practical strategies for working with ELL's and Students with disabilities
7. During the 2013-2014 school year, administration will make use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
8. During the 2013-2014 school year, Principal will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
9. During the 2013-2014 school year, school curriculum team will conduct 'Aim' and Question walks while monitoring progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation tracking tool.

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

1. Common Planning Periods
2. Teacher Team Periods
3. Monday Professional Development sessions
4. After-School Professional Development sessions.
5. Differentiated Professional Development tool.
6. Professional Periods for Intra-visitations.
7. Weekly cabinet meetings.
8. After-school meetings with Network/Cluster personnel.
9. Curriculum team will conduct classroom visits to assess progress of instructional practices throughout the school.

Budget and Resource Alignment

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

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

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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
X	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).

A recently revised code of conduct for the school is not strictly and consistently enforced. Not all teachers follow the code of conduct, for example, the introduction of a rule to walk on the right side of the hallways is not modeled by the teachers, and therefore students do not follow the code either.

Review Type:	J.I.T.	Year:	2010-2011	Page Number:	8	HEDI Rating:	Ineffective
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

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 2014, school leaders will work to improve the school's learning environment by implementing an anti-bullying curriculum, student centers, and various student activities in all grades to decrease the number of Principal and Superintendent suspensions, as evidenced through OORS data reports.

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. In September 2013, School Principal, Assistant Principals, School Leadership Team and Deans will Update school-wide discipline policy as well as look at data on disproportionality. **(SOP 5.2; 5.3; 5.5)**
2. In August 2013, School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual **(SOP 5.2)**
3. In September 2013, School Principal, Assistant Principals and Deans will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors. **(SOP 5.2; 5.3)**
4. In September 2013, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. **(SOP 5.2, 5.5)**
5. On a monthly basis, School Principal and Deans will track OORs reporting reports for incidents and suspensions. **(SOP 5.2; 5.5)**
6. Throughout the 2013-2014 school year, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum. **(SOP 5.2; 5.5)**
7. In Summer of 2013, Assistant Principal will Partner with Lee Hirsch, Director of "Bullying". **(SOP 5.2)**
8. In September 2013, School Principal will realign the roles and responsibilities of the Deans position. **(SOP 5.2)**
9. Throughout the 2013-2014 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive Carnivals. **(SOP 5.3)**
10. Throughout the 2013-2014 school year, Phys. Ed. Teacher will implement the Student Recreational Center and Student Fitness Center. **(SOP 5.2; 5.3)**
11. Throughout the 2013-2014 school year, School Principal, Assistant Principals and Guidance Counselors will create and implement Guidance After-School Program. **(SOP 5.2; 5.3)**

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

1. School Principal, Assistant Principals, School Leadership Team and Deans will Update school-wide discipline policy as well as look at data on disproportionality.
2. School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual

3. School Principal, Assistant Principals and Deans will align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors.
4. Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.
5. School Principal and Deans will track OORs reporting reports for incidents and suspensions.
6. School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. Assistant Principal will Partner with Lee Hirsch, Director of "Bullying".
8. School Principal will realign the roles and responsibilities of the Deans position
9. All staff and faculty will promote excellent conduct in all classes through the school wide incentive Carnivals.
10. Phys. Ed. Teacher will implement the Student Recreational Center and Student Fitness Center.
11. School Principal, Assistant Principals and Guidance Counselors will create and implement Guidance programs and After-School Programs such as Art, Theatre, Music, Basketball and Guidance intervention conducted by staff at a total of 577 hours of teacher per session and \$200 referee fees.

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

1. On a monthly basis, School Principal, Assistant Principals, School Leadership Team and Deans will evaluate school-wide discipline policy as well as look at data on disproportionality.
2. On a yearly basis, School Principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual
3. On a monthly basis, School Principal, Assistant Principals and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that addressed anti-bullying behaviors.
4. On a mid-year basis, Assistant Principal and Anti-Bullying Coordinator will evaluate the staff mid-year survey as well as evaluate the student mid-year survey.
5. On a monthly basis, School Principal and Deans will evaluate and monitor OORs reporting reports for incidents and suspensions.
6. On a monthly basis, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. On a yearly basis, Assistant Principal will evaluate the partnership with Lee Hirsch, Director of "Bullying".
8. On a yearly basis, School Principal will evaluate the realignment of the roles and responsibilities of the Deans position
9. On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive Carnivals.
10. On a weekly basis, the Phys. Ed. Teacher will evaluate the implementation of the Student Recreational Center and Student Fitness Center.
11. On a yearly basis, School Principal, Assistant Principals and Guidance Counselors will evaluate Guidance After-School Programs.

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

1. During the 2013-2014 school year, School Principal, Assistant Principals, School Leadership Team and Deans will Update school-wide discipline policy as well as look at data on disproportionality.
2. During the 2013-2014 school year, School Principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual
3. During the 2013-2014 school year, School Principal, Assistant Principals and Deans will Align guidance interventions as well as conduct monthly assemblies to address anti-bullying behaviors.
4. During the 2013-2014 school year, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.
5. During the 2013-2014 school year, School Principal and Deans will track OORs reporting reports for incidents and suspensions.
6. Throughout the 2013-2014 school year, School Principal and Assistant Principals will evaluate and observe the anti-bullying curriculum.
7. During the 2013-2014 school year, Assistant Principal will Partner with Lee Hirsch, Director of "Bullying".
8. During the 2013-2014 school year, School Principal will realign the roles and responsibilities of the Deans position
9. Throughout the 2013-2014 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive Carnivals.
10. Throughout the 2013-2014 school year, Phys. Ed. Teacher will implement the Student Recreational Center and Student Fitness Center.
11. Throughout the 2013-2014 school year, School Principal, Assistant Principals and Guidance Counselors will create and implement Guidance programs and After-School Programs.

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

1. Advisory periods.
2. Dean/Advisory meetings.
3. Assembly periods.
4. Response to Intervention Team meetings.

5. OORS meetings, once a week with Deans and Assistant Principals.
6. Cabinet meetings with Assistant Principals and Deans on a weekly basis.
7. After-school meetings with Deans with regard to "Bullying" partnership with Lee Hirsch.
8. Weekly cabinet meetings with Assistant Principals to evaluate and assign Dean's roles.
9. Quarterly after-school meetings with Phys. Ed. Teacher to plan and implement student incentive carnival.
10. After-noon/lunch time recreation time via the use of the student recreation room and student fitness center.
11. After-school meetings with Guidance Counselors to implement and evaluate guidance interventions.

Budget and Resource Alignment

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

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

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

	PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs		X	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).

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

Review Type:	J.I.T.	Year:	2010-2011	Page Number:	10	HEDI Rating:	Ineffective
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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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		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.

Throughout the 2013-2014 school year, school leaders will promote the continued use of the online grade-book (TeacherEase) and the school's automated messenger system (School Messenger) to ensure that information about students and the school reaches parents. School leaders will conduct monthly checks to ensure teachers update TeacherEase so that parents have current academic information. School administrators will also ensure that parents continue to receive important school information through the School Messenger system.

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. Throughout the 2013-2014 school year, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program. **(SOP 6.3)**
2. Throughout the 2013-2014 school year, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator. **(SOP 6.3)**
3. On a quarterly basis, the school's administrators will monitor the use of TeacherEase and School Messenger. **(SOP 6.3)**
4. Throughout the 2013-2014 school-year, the principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work

with the Parent Coordinator to conduct parent technology nights to promote online communication program. Parent Coordinator room will be established to promote family nights, ESL workshops (Allocation of 6,013)(SOP 6.3)

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

1. Principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.
2. School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
3. Administration will monitor the use of TeacherEase and School Messenger.
4. School Principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program. Implementation of Parent Coordinator room with resources such as desktop workstations, ESL software, furniture and refreshments.

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

1. Quarterly targets will be set to evaluate and monitor how often parents are using the programs
2. Twice a month check the usage of teacher, student and parent use of the programs
3. Look at monthly attendance of parent night activities
4. Analyze the student participants in the school-wide incentive nights

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

1. On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.
2. On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
3. On a quarterly basis, school administrators will monitor the use of TeacherEase and School Messenger.
4. On a monthly basis, School Principal will Coordinate with Homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program.

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

1. Monday, monthly staff meetings afterschool.
2. Family Nights/Informational Nights (Evening times)
3. Twice a month, during cabinet meetings afterschool.
4. Professional Periods

Budget and Resource Alignment

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

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

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

	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		X	PF RTI		X	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	Wilson Intervention Program, Just Words, i-Ready, Achieve 3000, AIS, Word Generations, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
Mathematics	i-Ready, Triumphs, AIS	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
Science	Regents Preparatory Academy, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
Social Studies	Regents Preparatory Academy, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, PPC team, PPT (Attendance team), At risk counseling (Counselors and or SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness consultations	Small group, one-to-one, tutoring	Lunch time, regular school day, after-school.

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

7. All elements of the *All Title I Schools* section must be completed*.
7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
8. 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.
<ul style="list-style-type: none"> • New teacher training program conducted by Principal, Assistant Principals, Coaches, Department Chairs and retired Principals (Mentors) • Buddy teachers and special emphasis on classroom intra-visitations • A program schedule that builds common planning time, departmental conferences, and grade conferences • Use of ARIS Learn to promote online teacher professional development • Use of teacher text such as "Teach Like a Champion" to promote specific classroom/teaching practices • Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions • Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis • Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits • Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework • Monthly staff meetings to address teaching practices and data awareness • Attend teacher fairs to recruit teachers or other pedagogues • Network with other Principals and Assistant Principals with the focus of recruiting teachers or staff members • "Aim and Hook" collections to ensure high quality questioning and planning of classroom lessons <p>Webinars and tutorial resources based on ARIS Learn</p>

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).
<ol style="list-style-type: none"> 1. ELI workshops for Assistant Principals 2. Instructional Rounds hosted by the Network 3. Instructional Leads trainings hosted by the Network 4. Principal led Professional Development for Assistant Principals and Teachers 5. Central led Professional Developments 6. Lincoln Center for the Arts training for all staff and faculty 7. MSQI training for administrators and teachers

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
J.H.S. 144 will partner will MSQI, Sports and Arts, 21 st Century and T.A.S.C. during the 2013-2014 school year.

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.).
N/A

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.
Default on Measures of Student Learning. MOSL committee selected to select local MOSL assessments, target population,

and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

Parent Involvement Policy (PIP) Template

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

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

J.H.S. 144's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

J.H.S. 144 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand; Principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.
- School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
- Administration will monitor the use of TeacherEase and School Messenger.
- School Principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program.

J.H.S. 144 SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

J.H.S. 144, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 11	Borough Bronx	School Number 144
School Name Michelangelo		

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 J. Kabinoff	Assistant Principal E. Barrett
Coach R. Philbert	Coach
ESL Teacher D. Hendry	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	2	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	0	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)	717	Total number of ELLs	67	ELLs as share of total student population (%)	9.34%
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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														
SELECT ONE							3	3	3					9
SELECT ONE														0
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	19
SIFE	2	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	18

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	35	0	5	14	0	6	18	0	8	67
Total	35	0	5	14	0	6	18	0	8	67

Number of ELLs who have an alternate placement paraprofessional: 2

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							15	12	19					46
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							3	1	3					7
Haitian								1	1					2
French							2	1						3
Korean														0
Punjabi														0
Polish														0
Albanian									2					2
Other							1	2	3					6
TOTAL	0	0	0	0	0	0	21	18	28	0	0	0	0	67

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)							7	7	12					26

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)							6	5	9					20
Advanced (A)							8	6	7					21
Total	0	0	0	0	0	0	21	18	28	0	0	0	0	67

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	3			13
7	11	1			12
8	15	3			18
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	14		2						16
7	12		2						14
8	17		4						21
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	2								2
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.
The assessment tools our school uses to assess literacy skills of ELL's are DRP, WIST, TOSWR (Test of Silent Word Recognition), Fountas & Pinnell and NYC periodic and predictive assessments. Students are administered the DRP in September, January, and May. Based on the text comparison chart, teachers are informed of the reading level of the students. If the student scores are below 45, the student is administered the WIST, TOSWR and FP. This allows administrators to schedule the student for Wilson, Just Words or Guided Reading. This allows students to be tracked by data as to their progress. These assessments assist staff in identifying the skills and strategies that students need assistance with and are used for placement in intervention programs. This information guides classroom instruction and enables teachers to differentiate instruction based on student needs. School-wide goals as set out in the CEP are also developed bases on the identified needs. The CEP goals reflect the need to focus on and improve ELL achievement.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Many of our students demonstrate strong speaking skills, however, there is need for improvement in Listening, Reading and Writing is revealed through the NYSESLAT and the LAB-R. In Listening and Speaking, 8% of grade 8 students scored as proficient on the 2013 NYSESLAT, 32% were Advanced, 32% were Intermediate and 28% were Beginners. In Reading and Writing, 9% were Proficient, 17% were Advanced, 43% were Intermediate and 30% were Beginners. On the 7th grade, 7% were Proficient in LS, 43% were Advanced, 29% were Intermediate and 21% were Beginners. In RW, 0% of 7th graders were Proficient, 31% were Advanced, 38% were Intermediate and 31% were Beginners. In the 6th grade, 16% were Proficient, 26% were Advanced, 21% were Intermediate and 37% were Beginners in LS. With respect to RW, 19% were Proficient, 25% were Advanced, 25% were Intermediate and 31% were Beginners. Overall, approximately 21% of our ELLs are advanced students, 25% are Intermediate students and 54% of the students are Beginners.
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](#))
Based on students scores, differentiated instruction is tailored to the particular needs of the students in the classes. The Spring 2013 NYSESLAT results are not available on the RNMR at this time.
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?4a. Based on the statistics outlined above, 52.2% of all ELL's have been in the NYC school system for 0-03 years, and 26.9% of students are long-term ELLs who have completed 6 years of ESL services. Most students who are eligible to take the NYS ELA exam scored at Level 1. 16 % scored at level 2.
4b. School leadership and teachers are using the results of the ELL Periodic Assessments. They are targeting the learning needs of the students. The school has learned that the needs of the students vary according to their language level.
4c. Periodic Assessments continue to highlight areas in need of improvement and provide ongoing information about instructional needs for individual students. Native Language assessments are not given at J.H.S. 144
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](#).)
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
Bilingual dictionaries and glossaries are available for all language groups. The ESL teachers have a library of native language reading books, and students are encouraged to read grade appropriate books in their native languages.
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?A dual language program is not offered in our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Through the examination of Mastery assessments, Quarterly exams, culminating tasks in subject areas and NYSESLAT scores, we have evaluated the success of our program. Results of the NYSESLAT and NYS Math, ELA and Science exams are used to determine whether we are meeting AYP.

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 identification of those students who may possibly be ELL's includes administering the Home Language Identification Survey (HLIS) and the LAB-R. Parents are interviewed at the time of student registration and asked to complete the Home Language Identification Survey. Spanish speaking parents who need assistance at enrollment are assisted by bilingual staff members Ms. Lopez (guidance counselor) or Ms. Garay (attendance specialist). Ms. Barret-Kelly, a licensed pedagogue administers the HLIS and conducts the initial informal interview. Forms that need to be filled out at registration are provided in the home language as well as English. When necessary, the Translation Unit number is called for assistance with languages not spoken by the staff. Within 10 days of enrollment the LAB-R is administered to the student. Spanish-speaking students who do not demonstrate proficiency on the LAB-R are subsequently given the Spanish LAB. The LAB-R is administered by the ELL Coordinator, Ms. Hendry. An entitlement letter and Program selection letter is sent home after LAB-R results indicate the student is entitled to services. The NYSESLAT is given to all ELL students, during the timeframe of the New York State administration. Students who need to take the NYSESLAT are identified by the information on the RLAT ATS report. Ms. Hendry administers the Listening, Reading and Writing components of the NYSESLAT to groups of students - one group per grade level. She administers the Speaking component to individual students during the testing timeframe. The results of the NYSESLAT are used to evaluate the ongoing needs of the students.
2. 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.
To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free Standing ESL) a parent orientation meeting is held, and the parent is supplied with the appropriate information. Ms. Hendry and Ms. Barrett explain the three types of programs and answer parent questions. A native Spanish-speaking pedagogue provides translation services for Spanish-speaking parents. If translation services for other languages are needed, the Office of Translation Services is contacted to provide assistance. The Parent Coordinator, follows-up with parents to insure that the Program Selection letter is returned and parent choices can be honored. Copies of the Program Selection letter are maintained in files by the Pupil Personnel Secretary and in the ELL compliance binder. An ELL Parent Orientation meeting is held in October for all ELL parents. Parents or students who enroll after October are provided with an orientation by Ms. Barrett or Ms. Hendry at the time of registration. Ms. Hendry sends home entitlement letters and program selection letters based on the results of the LAB-R. Ms. Hendry follows up to make sure program selection forms are returned and the ELPC screen in ATS is updated.
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](#)].)
The entitlement letters are distributed by Ms. Hendry, the ELL coordinator, and she collects the Parent Survey and Program Selection forms, which are then kept on file in the Compliance Binder. The common trend in program choices is that parents have requested free standing ESL.
4. 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.

Based on the HLIS, the initial informal interview and the LAB-R, students are placed in a pull-out ESL program (one grade level class for beginner and intermediate students and a separate class for advanced students). Bilingual pedagogues in the school assist with translation services in Spanish when necessary. Most often when parents speaking other languages have come to the school they bring an English-speaking person with them to assist with registration. If no one at the school is able to assist with translation, the translation service available through the city is called for assistance. For students who have already been receiving ESL services, continued entitlement letters are sent home at the beginning of the school year along with information about the student's NYSESLAT scores. Letters indicating the discontinuation of services are also sent home to the parents of students who have tested as Proficient on the NYSESLAT. J.H.S. 144 only offers ESL services. If a parent wants their child to participate in a bilingual or TBE programs, that parent is provided with information about schools in the area that offer those programs. Continued entitlement letters are sent home by Ms. Hendry; copies are placed in each student's file. The ELPC screen is updated by Ms. Hendry as necessary.

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.
NYSESLAT eligibility is determined through the RLAT and RLER ATS reports. Students are scheduled to take the Listening, Reading and Writing components in the same test band. Each student is individually scheduled to take the speaking component. The Literacy Coach assists the ESL teacher with the speaking and writing test scoring. Numerous make-up sessions are held to insure completing the testing of all students,
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. [i](#)
6. Since there have never been any parents who have requested a Transitional Bilingual or Dual Language program, our current free-standing ESL program is aligned with parent requests.

Part 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])?

Instruction is delivered in one organizational model. At Michelangelo we have a pull out program for all ESL students. Students are grouped according to their ability level based on the LAB-R or NYSESLAT tests. Classroom libraries are available in the students' native languages and content area resources are also available for ELL students.

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)?

Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in its program model. Explicit ESL instruction is delivered in to comply with mandates. Beginner and Intermediate ELL's receive instruction 360 minutes a week. Advanced students receive instruction 180 minutes a week. ELA instruction is delivered to comply with mandates. This is delivered 360 minutes a week. All students, beginners, intermediate, and advanced, receive ELA 360 minutes a week. All students, at all levels, receive Math instruction 360 minutes a week. All students, of all levels, receive 170 to 220 minutes of science and social studies instruction. NLA instruction is not available.

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 content areas are taught in English and supported in the pull-out ESL model. This is done through block programming models. Instruction is differentiated for the ELL subgroups. All ELL students follow the school-wide block program for content area instruction. Content area vocabulary and concepts are reviewed and reinforced. All students also participate in the school-wide Word Generation program. Students are grouped according to their NYSESLAT levels as well as their DRP levels. Lessons are focused on both independent levels as well as their instructional levels. All units of study are Common Core aligned.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students may take the NYS math and science exam in their native language if the translated version is available. Students also use bilingual dictionaries when taking any exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELL students take the NYC ELL Periodic Assessment twice each year and results are reviewed to monitor progress in all modalities. Ongoing formative assessments take place in the ESL classroom.

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).

6a. Our SIFE students receive ESL instruction based on the LAB-R and NYSESLAT scores. SIFE students are given the opportunity to join all SES programs, including IEP (Innovative Educational Programs) specifically targeted to the ELL population. We engage students in challenging theme-based curriculums to develop academic concepts. We draw on students' backgrounds, their experiences, cultures, and languages.

6b. Base on their NYSESLAT and LAB-R scores ELL's in U.S. schools less than 3 years will be offered Extended Day services. We strive to create confident students who value school and value themselves as learners. We organize the classroom to ensure that conversation between peers develops academic concepts and language.

6c. Our plan of service for ELL's receiving service 4-6 years, is a pull-out model. We have continuous ESL instruction based on the needs of the child, as well as based on the NYSESLAT scores. Vocabulary is repeated naturally as it appears in different content area studies.

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

different content area studies. Students use the English 3D program targeted toward long-term ELL's.

6e. For up to 2 years after testing proficient, former ELLs receive extended time and separate testing location accommodations for all NYS Exams (ELA, Math and Science).

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?

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

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?

ELL's identified as having special needs are provided with ESL instruction and all mandated services based on the needs outlined in their IEP. All pedagogues have access to student IEPs through SESIS and are aware of each students needs based on the IEP and NYSESLAT. All students are placed in the least restrictive environment as determined by their IEP. Placement in an ICT class is based on the evaluation by the School Based Support Team.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

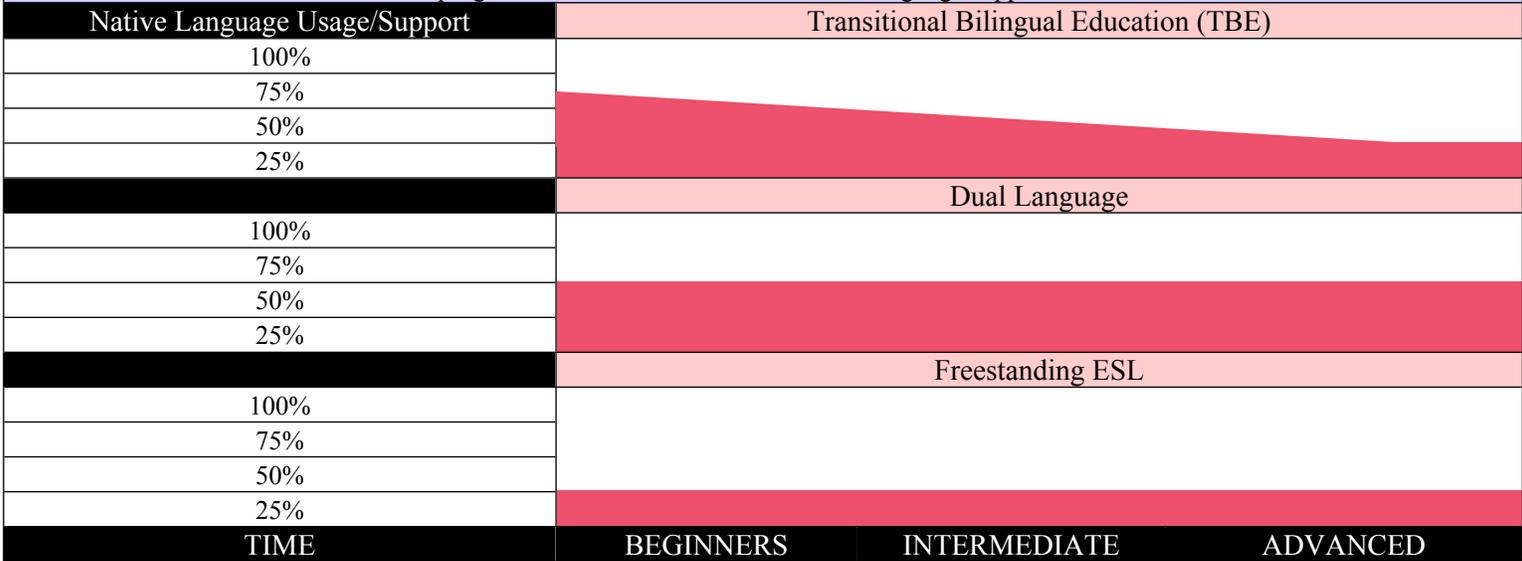
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs for ELL's in ELA, Math, and other content areas include Sports & Arts and homework assistance after-school services. For ELA, the Wilson Reading program is available for those who test into the program. All services are delivered in English. Students who, based on their NYS exam scores, are identified as in need of assistance are mandated to attend 0 period Intervention support services Monday through Friday. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers. We also offer transitional support for two years for ELL's reaching proficiency on the NYSESLAT. Students receive extended time on the state exams and are tested in a separate location. They are also offered extended day support service. Targeted ELA and Social Studies instruction include guided practice as well as reciprocal reading. Teachers in ELA, Social Studies, Science and Math administer Mastery exams based on skills. These 5-point mastery exams allow for mastery with an 80% on the exam. If students do not achieve mastery, interventions during class time are put into place and the exam is readministered to the student to check for mastery.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current intervention programs enable ELLs to develop oral and written language skills as they receive content area support in small group settings. Mastery exams are administered 4 - 8 times during a marking period and quarterly exams are given at the end of each marking period. Based on exam results and on-going consultations between the ESL teacher and the content area teachers, our current ESL program is effective in helping ELLs build vocabulary and comprehension skills.
11. What new programs or improvements will be considered for the upcoming school year?
- English 3D is being introduced this year for use with Advanced and Long Term ELL's.
12. What programs/services for ELLs will be discontinued and why?
13. Read 180 and Great Leaps are programs that will be discontinued this year. After analyzing Periodic Assessment and NYS exam results, it was determined that these programs did not support any growth or increase in student achievement.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They are encouraged to participate in all activities by their classroom and ESL teachers. After-school programs provide content area support to ELLs. The ELL Coordinator speaks to ESL students with ESL students to explain the programs offered and encourage them to attend. The after-school SES providers are self-funded. All supplemental services are offered in after-school programs.
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support our ELLs include Wilson Reading and Just Words. They identify and target individual students needs and level of instruction. Also, Fountas and Pinnell is used to gather information on ELL students' fluency, comprehension and reading levels. Guided reading is provided according to student needs. Spanish language texts are available for students in Science. Bilingual content area glossaries are available for all content areas.
16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
17. Native Language support is delivered through the use of native language dictionaries, translated state tests (where appropriate). We encourage beginner students to write in their native language and then translate.
18. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- J.H.S. 144 is a grade 6-8 Middle School. All resources correspond with the ELL's ages and grade levels. Materials are leveled to match the students' proficiency levels and content is grade and age appropriate.
19. 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.
- Support is offered for ELL's who are transitioning to middle school with a Parent orientation in the summer, as well as through the sixth grade transition program.
20. What language electives are offered to ELLs?
- Students in Grade 8 are offered Spanish language instruction.
21. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

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

Dual Language is not offered at J.H.S. 144.

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.

1. Professional development is offered through the Bronx BETAC as well as through CFN workshops. Workshops are offered on a monthly basis to all teachers and staff members who work with ELLs. Topics covered include areas such as how to adapt vocabulary in the content areas. The entire staff will receive ongoing professional development at the monthly faculty meetings. Also, during weekly Common Planning and Inquiry times, there are opportunities for content area teachers to participate in staff development about instruction for ELLs in the content area. September: establishing teacher teams, outlining DRP administration, Word Generation PD; October: Units of study and ELL accommodations; November: Achieve 3000 and DRP data; December: Word Generation rubrics, analyzing student work, key strategies for teachers; January: analyzing mastery data for ELLs; February: learning walks among teachers and text complexity observation tools, analyzing upcoming units of study with ELL accommodations, analyzing student achievement data and DRP; March: analyzing text dependent questions; April: learning walks of text complexity; May: reviewing needs of ELA; June: analyzing data from online components.

2. ESL teachers attend workshops offered by the Network and the Department of Education to help develop curriculum and strategies to support ELLs as we transition to the Common Core Learning Standards.

3. The ELL coordinator works with staff, including classroom teachers and guidance counselors, to provide appropriate support ELL's who are transitioning to middle school. The ELL coordinator meets with the guidance counselors to support the transition of 8th grade students as they apply to high schools. Speakers from high schools which have programs targeted for ELLs are invited to come speak to ELLs during ESL periods, which allow the ESL teacher to provide additional support to students as they fill out their high school applications. A Parent orientation is held in the summer and there is a sixth grade transition program.

4. In addition to the monthly workshops and to insure that all staff members receive the minimum 7.5 hours of ELL training, a New Teacher Academy is held for new teachers who may benefit from additional training. All agendas and records of attendance which are kept in the Compliance Binder. Workshops focus on modifying assignments and assessments to meet the needs of the English language learners at various levels of proficiency. There are also workshops on how to modify instruction practice to accommodate ELLs in the mainstream content classroom.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to the Parent Welcome Nights, as well as to the transitional program meeting the summer before their child begins at Michelangelo Junior High School. Through conferences with the parents, we evaluate the needs of the parents. Our Parent Coordinator is in contact with parents to address their needs and concerns. J.H.S. 144 holds a High School Guidance night to which parents of all students including ELLs are invited. Assistance is provided to 8th graders and their parents concerning applying to high school. Translation services are available from bilingual staff members.
 2. At this time we do not have any school partnerships with other agencies or Community Based Organizations.
 3. Needs of the parent are evaluated through informal meetings with individual parents, Parent Surveys and feedback at Parents' Association meetings. The needs of the parents are initially assessed through informal interviews when the students are registered at Michelangelo. Parents are encouraged to attend Open School night to discuss the needs and progress of their children. The Parent Coordinator is involved in ongoing outreach to parents, planning and inviting parents to workshops that are held periodically during the school year. Depending on the needs of the parents, some of the workshops are held during the school day and others are held in the evening. Translation services are provided when necessary by staff members who are bilingual in Spanish and English. When the need arises, The Office of Translation Services for those parents who speak languages other than English.
 4. Parent involvement activities provide a forum for the parents of ELL students to be a part of the school community. Parents have the opportunity to ask questions, express concerns and meet other parents in the school.

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.

Part VI: LAP Assurances

School Name: JHS 144 Michelangelo

School DBN: 11X144

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeremy Kabinoff	Principal		11/14/13
Ellen Barrett	Assistant Principal		11/14/13
	Parent Coordinator		1/1/01
Debra Hendry	ESL Teacher		11/14/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Rachel Philbert	Coach		11/14/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X144 School Name: JHS 144

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

At registration, oral surveys are given to ELLs to determine if English is spoken at home. The Assistant Principal of ESL, as well as the Parent Coordinator and a Guidance Counselor meet with each parent. When necessary a translator assists. If needed the school has contacted the phone number provided by New York City Department of Education for translation services. Each year, students' families are asked to complete an Emergency Contact Card on which they indicate their preferred language for both written and oral communication. The data collected from these cards is reviewed and shared with staff members who interact with the students. The cards are kept on file in the main office and are easily accessible to staff. Languages spoken by families of ELLs: 46 students speak Spanish, 2 speak Italian, 2 speak Albanian, 1 speaks Bengali, 2 speak Haitian Creole, 3 speak French, 2 speak Vietnamese and 1 speaks Twi and 7 speak Arabic. Most of the families have family members who speak English. Written documents are provided in the student's home language and oral interpretation services are provided for those families who need it.

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.

Some of our parents require translation services with school communications. School staff members who are fluent in Spanish are available to provide oral communication services to parents at all meetings. When translation services are necessary in languages other than Spanish, the Translation and Interpretation Unit is contacted for assistance. Teachers, Guidance Counselors and Deans are kept informed about the language preferences of each child's home.

Part B: Strategies and Activities

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

The overwhelming majority of parents in need of translation services fall within those language groups with translated documents provided by New York City. Documents such as the Bill of Parent Rights and Responsibilities and the Conduct Code are provided in those languages (Spanish, Arabic and Chinese) identified as the top 8 in New York City. The Translation and Interpretation Unit and outside vendors are used as necessary to translate these documents. School Signage is posted in the major language groups. Written translation services for documents concerning school specific activities (school calendar / newsletter) Spanish can and will be provided in-house. Other translations require outside vendors. Two websites (Babelfish and Systran) will be used.

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

Oral translation services in Spanish will be provided in-house by Spanish-speaking staff members. Parents will be surveyed for translation assistance for other languages. The Translation and Interpretation Unit is contacted for translation assistance for languages other than Spanish. The need for language assistance for parents is determined at the time of student enrollment; school letters and documents for those parents in need of assistance are sent home in English and the home language.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: NYSESLAT After School Program

ELA and Math Afterschool Program: For the ELLs who are tested after one year of English schooling and all ELLs, we have instituted an ELL Academy. This program builds upon the strength of the school day content area study and language development and Math skills in a small group setting. The ELL Academy will service students in grades 6-8. AN ESL and a content area teacher will plan together to co-teach a group 20 students. The 2 teachers that will service these groups are certified teachers. The lessons will focus on literacy skills needed for the NYS ELA and the Math exams. The program will take place from February to April for 8 weeks from 2:30 to 5:30 on Mondays and Wednesdays for 3 hours each session. The ESL teachers will differentiate instruction and work with academic language development. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and is paid from other funding sources. Students will be able to work with a literacy program to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. Students will be prepared for the ELA and Math state assessments.

The NYSESLAT Academy will service students in grades 6-8. An ESL teacher and a content teacher will plan together to co-teach 20 - 30 students. The 2 teachers that will service these groups are certified teachers. The teachers will meet and develop lessons to focus on literacy skills addressed on the NYSESLAT exam. The program will take place 2 days a week from April through May for 8 weeks from 3:00 to 4:00 for 1 hour each session. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and will be paid from other funding sources. Students will be able to work with literacy programs to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. This program will focus on preparing the students for the NYSESLAT Assessment.

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

- High interest, low reading level Libraries and Guided reading libraries
- English 3D for long term ELLs
- Rosetta Stone
- Content area Libraries
- Bilingual Dictionaries

Part B: Direct Instruction Supplemental Program Information

- NYSESLAT Student books

Part C: Professional Development

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

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

Begin description here: Teachers will participate in on-going training and professional development activities offered through our Learning Support Organization as well as the Protraxx professional development system offered by the Department of Education. The focus of development and training will be differentiation of instruction and the teaching of literacy through content area instruction. Throughout the 2012-13 school year, all teachers will receive a minimum of 7.5 hours of ESL based strategy training through professional development days, workshops and/or seminars. The Great Leaps Reading Program has been introduced to teachers who instruct beginning English. Academic Workout is being used. Achieve 3000 will also be introduced. Professional Development is offered for writing IEP's for ESL/Special Education students indicating the course of instruction required.

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		