



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

<b>DBN: (i.e. 01M001):</b>	<b>14K582</b>
<b>School Name:</b>	<b>MS582</b>
<b>Principal:</b>	<b>BRIAN WALSH</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: MS582 School Number (DBN): 14k582  
School Level: Middle School Grades Served: 6-8  
School Address: 207 Bushwick Ave., Brooklyn, NY 12401  
Phone Number: 718-456-8218 Fax: 718-456-8220  
School Contact Person: Danielle Capuano Email Address: Dcapuan@schools.nyc.gov  
Principal: Brian Walsh  
UFT Chapter Leader: Carlos Garcia  
Parents' Association President: Jocelyn Avery  
School Leadership Team  
Chairperson: Nichole Cicileo  
Student Representative(s): Raina JeanPaul

**District Information**

District: 14 Superintendent: Mrs. Alicja Winnicki  
Superintendent's Office Address: 215, Heyward St. , Brooklyn, NY 11206  
Superintendent's Email Address: awinnic@schools.nyc.gov  
Phone Number: 718-302-7600 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 112 Cluster Leader: \_\_\_\_\_  
Network Number: 1 Network Leader: Kathy Pelles

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brian Walsh	*Principal or Designee	
Carlos Garcia	*UFT Chapter Leader or Designee	
Jocelyn Avery	*PA/PTA President or Designated Co-President	
Rebecca Delgado	DC 37 Representative, if applicable	
Raina JeanPaul	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle Capuano	Assistant Principal	
Nichole Cicileo	SLT Chairperson	
Patricia Lopez	Parent	
Glorimar Hernandez	Parent	
Edna Rodriguez	Parent	
Evelyn Rivera	Parent	
	Member/	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **Middle School 582~The Upper Academy Vision**

At MS 582, everyone – student, teacher, parent – is both learner and teacher. We want our students to grow to become everyday learners capable of being productive members of their community. Our school focus is on student achievement . In our school the most important part of any day is the learning our students do in their classroom. We educate our students to think critically as productive, democratic members of a global society.

### **The Upper Academy/Middle School 582 Mission Statement**

MS 582 students maximize their potential through the production of quality work and their ability to share and reflect on their experience. The MS 582 belief is in excellence for every student in every classroom. Each child is valued as an individual with unique characteristics to be developed and enhanced. We promote high expectations for student success in a safe environment. Our entire learning community celebrates and supports each student.

We will continue to provide a caring and nurturing environment that empowers all children, including English Language Learners and students with special needs, our students experience greater success and confidence in themselves, allowing them to grow socially, emotionally, and academically into well-rounded, productive citizens. Through high quality classroom instruction, before and after school programs, academic intervention services, social activities, clubs and teams, we equip our children with lifelong skills for success.

### **Contextual Information:**

The Upper Academy @ MS 582 is a School Wide Project school located in the East Williamsburg section of Brooklyn, New York. As a new middle school which opened in September of 2004, we serve a population of roughly 300 students in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade. Our student population is primarily of Latino descent. We currently share a building with our partner school, Public School 196. Both schools focus on excellence for all students and share an amicable working relationship. We currently share a well-kept 79 year old building. MS582 is housed on the 4<sup>th</sup> and 5<sup>th</sup> floor.

Approximately 71% of the community members are of Latino descent and approximately 27% are African American with a small percentage from Asian and European cultures. 53.4% of the student population is male and 46.6% is female. Approximately 13% of the students have Individualized Education Programs (IEP's) and receive services including Special Education Teacher Support Services (SETSS), an integrated inclusion (CTT) class on each of the three grades, and related services such as speech and language, and counseling. In addition, 9% are English Language Learners (ELL's) with Spanish as the dominant language. Roughly 98% of the student population is from low income families who are eligible for free lunch.

MS582~The Upper Academy is organized into 12 classes across the 6<sup>th</sup>, 7<sup>th</sup> , and 8<sup>th</sup> grades. There are four (4) 6<sup>th</sup> grade classes and four (4) 7<sup>th</sup> grade classes and four (4) 8<sup>th</sup> grade classes which are heterogeneously grouped. Average class size is 27 students. On each grade, there is one ICT class. On each of the three grade levels, we have a self-contained class. MS582/The Upper Academy is

housed on the fourth and fifth floor of a school building that is shared with our lower school, PS 196.

We are fortunate to have a dedicated and involved PTA endeavoring to keep all parents informed about their children's education. They are an integral part of our School Leadership Team that meets regularly on a monthly basis to discuss ways to improve instruction and student performance. In addition to their vital role as co-teachers for their children and fundraisers for our school, PTA members also serve as translators for our parents and staff.

As one of our 2014-2015 goals, we are currently working on reducing our suspension rate. We have added a "Bulldog Pride" aspect to our current PBIS program. The students use a class behavior tracker that was created by them with support from the environment team. The students are able to self-monitor their behavior using this jointly created rubric. This added component teaches students to display pride in their everyday actions and behaviors.

In addition, MS 582 has an embedded advisory program that assists our students with their social and emotional growth.

### MS582 Advisory Program

The goal of the Advisory Program is to establish a trusting relationship between students and teachers that ensure a child's growth in the areas of respect, honesty and integrity. The advisor serves as a mentor who builds trust by creating a risk-free learning environment and providing support for individual students. The teacher shows this support by assisting with academics, personal growth and teaching the students how to learn to use strategies that can be used to handle conflicts that occur in their lives. The students form a relationship with their advisor that would allow them to talk to the teacher about issues they may have, therefore lowering the rate of conflicts in the building.

### Description of Advisory Period

Each teacher will be given a group of no more than 15 students, grouped by gender. The advisory meets two (2) periods a week as set by the school schedule, for the duration of the school year. Teachers are responsible for taking attendance and making sure their students are in class on time. During this period teachers will begin their lesson by sitting all students in a circle and having an open conversation about the student's "highs" and "lows" of the week. Some examples of this might be: passing a math test, arriving to school on time each day, not getting into any fights, receiving no demerits, getting merits, having a fight their parent, not doing their homework, not wearing uniform, etc. Reflecting on their week will allow them to see what could have been changed and what worked well for them. This is where the teacher will facilitate the conversation and point out how to better handle specific situations that arise or how to do things differently. The circle should take approximately 15 minutes of the period. The rest of the period should focus on the lesson of the week. Each week the advisors will teach and talk about different character traits, college and career readiness, and social issues guided by the three pillars of respect, reflection and responsibility.

### Description of Advisors Role

Advisor: An advisor is someone who gives advice and who is a person responsible for advising students on academic and social issues, as well as making the student feel like part of a family. At MS 582 our advisors are staff members who truly care about the well-being and growth of our students both academically and personally. Children, especially adolescents need guidance on how to make the right decisions. Part of our job is to provide, and reinforce, that guidance. The vision of the advisory program would be that each student at MS 582 has at least one adult that they trust and can go to for advice. Teachers who teach that student would have someone that they could go to discuss situations and issues about their advisory student. For example, if John has not done English homework in three days and the English teacher has spoken to him about it and nothing has changed, the English teacher would go to John's advisor to discuss the situation. By having the advisor be the "point person" for their own 8-10 students, no student will fall between the "cracks".

Each advisor will be well informed about their own advisory kids from all of that students teachers.(Math, English, Social Studies, Science, Art, Computer, Gym, Guidance, etc.) Parent meetings would be with the advisor, student, dean, administrator and/or parent. The advisor would spend two (2) of their professional periods a week “checking in” on their students. They could use this time to sit in on classes with specific students (A child could be struggling in math, or be having a behavior problem in computers)and the presence of the advisor could make all the difference, By sitting in on your students’ art class or math class you are showing our students that you are truly interested in their success.

Each advisor will be given a binder set up as follows: students, parent contact log, anecdotes, attendance, and lessons. By having the advisor be the primary contact with parents it allows parents one specific person to call and speak to. This advisory program is not intended to only “tame” the behavior problems is also intended to “highlight” the positive behavior. Often we are so busy dealing with students who are struggling to follow directions that we lose sight of those who are following directions.

## 14K582 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	242	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	15	# SETSS	N/A	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.8%	% Attendance Rate			89.9%
% Free Lunch	76.8%	% Reduced Lunch			1.1%
% Limited English Proficient	9.2%	% Students with Disabilities			38.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.5%	% Black or African American			26.8%
% Hispanic or Latino	70.2%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	1.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			4.65
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4			6.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			17.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			36.0%
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
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 (2012-13)					
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				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	HE
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	HE
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	HE
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**3.2** The administration and staff fully support the implementation of quality rigorous and differentiated curricula aligned to the Common Core Learning Standards (CCLS) across content areas guided by the instructional shifts. Based on the needs assessment and last year’s goals of deepening the instructional work that focused on reading and writing and in an effort to improve student achievement, we developed 2014-2015 goals These goals center on the instructional core across all classrooms.

We believe that students learn best when the classroom is student centered and students take responsibility for their education. Students learn best when they are engaged in rigorous hands on activities and partner/group collaborations and discussion. Learning occurs when instruction accommodates student needs through differentiated tasks and/or tiered learning tasks. Additionally, we supplement our instructional program with the COPIA Reading Program, Story Studio for our ELL’s, and the LEAP program for our SWD’s.

Our classroom practices are aligned with our school beliefs and are informed by the Citywide Instructional Expectations, the Chancellor’s Capacity Framework, the Danielson Framework for Teaching and the Instructional Shifts Across all content areas the instructional shifts are implemented into each unit of the curriculum. The impact of this work to date can be seen in student portfolios that contain PBA tasks, writing pieces, assessments, student notebooks, displayed student work and

lesson plans. Our instructional focus is to continue develop our students' critical thinking skills with a focus on close reading and student lead discussions while working with staff to develop higher level questioning ability that will lead to greater student academic achievement. Our curricula units of study are common core aligned and focus on higher order thinking skills through questioning and discussion. Our instructional strategies provide multiple entry points to engage learners. Our student data content tracker sheet is a tool used by teachers during conferring in order to document student strengths and weaknesses and inform future planning of instruction

**3.3** Curriculum maps are developed and revised as needed based on student needs and progress. Another goal related to instructional core for 2014-2015 is to develop appropriate scaffolds and DOK questions and techniques that will ensure access, support extension for all learners, including SWD's & ELL students to our rigorous common core aligned curricula.

Teachers follow a template for planning that includes all components of a detailed CCLS lesson with differentiation and multiple entry points for students. CCLS lessons focus on close reading, vocabulary, and instruction in all subjects that emphasizes writing, DOK questioning and accountable talk. All lessons include formative assessments such as exit slips, differentiated learning activities based on Blooms taxonomy/ DOK wheel and conferring. Across all classrooms we use accountable talk prompts, evidenced based discussions and differentiated grouping with scaffolded supports in all content areas including our college and career readiness program and advisory.

**3.4** All teachers meet across subjects and grades to plan, support and extend lessons using an interdisciplinary approach that incorporates topics explored in Advisory, Talent (Clubs), and Art with the core subjects.

**3.5** All teachers are engaged in Professional Learning Collaborative Teams that meet weekly across all disciplines and grades to systematically analyze student data and promote achievement of school goals and instructional capacity of teachers.

Teachers work in teams engaged in collaborative practice using the inquiry approach to improve classroom instruction. Teacher teams focus on instructional practices that will improve students' critical thinking skills by increasing the rigor of their tasks, promoting and elevating the level of student discussions and having students self- assess using rubrics aligned to the common core. Teams engage in collaborative inquiry that supports goals and strengthens capacity. Teams analyze student data to improve curricula, teaching and learning. Through the observation process, the inquiry process, LASW, student assessment data, and portfolio reviews in collaborative team meetings we examine and track student growth to monitor progress and make adjustments as needed.

While deepening teacher understanding of the CCLS, Danielson's Framework for Teaching, Instructional Shifts and The Capacity Framework we are building teacher capacity within each instructional team in order to distribute leadership. Lead teachers facilitate teacher team meetings that analyze student data to identify student weaknesses and implement an instructional change that will impact student learning.

The identified priority need that is addressed in the goal is the overall implementation of instructional practices that will ensure multiple points of entry, support and extension for all students.

## **Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will engage in collaborative inquiry teams to analyze student work and modify instructional strategies used in order to deepen the level of differentiated instructional strategies used and ensure multiple points of entry, support and extension for all learners by implementing DOK questioning techniques, close reading and appropriate scaffolds as evidenced by a 5% increase in levels 3 & 4 on the NYS ELA Assessment

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
CCLS lessons focus on close reading, vocabulary, and instructional strategies such as jigsaw, fishbowls, literature circles and other reciprocal teaching strategies in all subjects with DOK questioning and accountable talk, and student led discussions. All lessons include formative assessments such as exit slips, differentiated learning activities based on the DOK wheel and conferring practices used to track student progress and inform future planning.	All students	Sept.2014- June 2015	Principal, Assistant Principals, Lead teachers.
The instructional strategies we use for all students, including ELL’s, SWD’s, and other subgroups are that we use leveled texts, accountable talk prompts, evidenced based discussions and differentiated grouping, and tasks with front end and back end scaffolds in all content areas including our college and career readiness program and advisory.	All students	Sept.2014- June 2015	Principal, Assistant Principals, Lead teachers.
The school orchestrates events such as Fall Festivals, Ice cream socials, holiday celebrations, workshops and , Awards Assemblies whereby creating opportunities to engage families in learning , fostering their participation in social gatherings, and offering them feedback on their children’s progress.	All stakeholders	Sept.2014- June 2015	Principal, Assistant Principal , Environment Team
Advisory program builds relationship of trust between staff and students, Student Council helps build student relationships with each other , as well as promote student voice in a safe environment.	All staff	Sept.2014- June 2015	Principal, Assistant Principals, Teachers, Student Council

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachers , Administration, novels, NEWSLA, journals,

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

None required.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Our benchmarks will be as follows: Sept. 2014 – Baseline; Dec. 2014 – Benchmark assessment; Feb. 2015 – Benchmark assessment; March 2015 – School developed benchmark; May 2015 – benchmark.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	HE
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**5.2**  
 The advisory Program’s goal is to establish a trusting relationship between students and teachers that ensure a child’s growth in the areas of respect, honesty and integrity. The advisor would serve as a mentor who builds trust by creating a risk-free learning environment and providing support for individual students. The teacher shows this support by assisting with academics, personal growth and teaching the student how to learn to use strategies that can be used to handle conflicts that occur in their lives. The students form a relationship with their advisor that would allow them to talk to the teacher about issues they may have, therefore lowering the rate of conflicts in the building. Advisory curriculum has a different topic each month. A specific topic is discussed as well as goal-setting embedded within lesson plans that allow the students to take ownership of their learning in order to accelerate student’s progress.

Additionally, administration and the PBIS team consisting of 4 teachers and 1 administrator will implement school-wide positive behaviors and supports. As well as , The Bulldog Pride Initiative that including the three pillars of respect, gratitude, and reflection. All staff and students are invited to participate in all PBIS incentives, including trips, assemblies, and monthly award ceremonies, field trips and assemblies. All staff and students will have opportunities to “giveback” to the community by participating in various charitable collections such as feeding the poor, breast cancer awareness and NY Cares.

Finally, the school hosts the LOVE (Leave out Violence) Program which is a component of the advisory program for selected 8<sup>th</sup> graders.

**5.3** MS582 offers a Talent and Club program 2x per week to offer students and staff alike an opportunity to experience permanent learning in the classical sense and a connection through activities that are enjoyable and peak student’s interest while building their social skills .

**5.4** In addition, we also work with NYCares through the School Success Initiative to provide a Saturday GED program for parents and an arts program for students featuring Drama (acting/theater). Additionally, NYCares in cooperation with Ernst and Young, provide 3 annual full day lessons through “Young Achievers” to all of our students with a focus on College and Career Readiness through finance and Logos’.

**5.5**  
Teacher teams focus on common assessment analysis that leads to implications for content decisions and instruction. Teachers use assessment results to inform their instructional groups and strategies.

The school and inquiry teams across all content areas track student progress through formative and summative assessments such as MOSLS and PBA tasks. Teacher teams utilize a “Looking at Student Work” protocol, and review student notebooks, common assessments and portfolios. They analyze differentiated activities reflected in lesson plans, flexible grouping for instruction, multiple points of entry, conferring notes, and exit slips for effectiveness. Student work has evidence of student self-assessment as well as teacher evaluation and effective feedback based on rubrics. Teams work to develop and revise future lesson plans based on student outcomes. All students with disabilities have IEP’s that target learning objectives for their social, emotional and academic needs.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will provide all students with social and emotional support by fully implementing a school wide positive behavior intervention(PBIS) initiative and our advisory program to improve their social and emotional health as measured by a 5% decrease in suspension rate as evidenced by OORS/SOHO

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Content from the previous block is already in the table header			

Advisory program builds relationship of trust between staff and students, Student Council helps build student relationships with each other , as well as promote student voice in a safe environment	All Staff	Sept.2014- June 2015	Principal, Assistant Principals, Teachers, Student Council
CCLS lesson plans reflect the instructional shifts and include differentiation and multiple entry points for students. CCLS lessons focus on close reading, vocabulary, and instruction in all subjects that emphasizes writing, DOK questioning and accountable talk. All lessons include formative assessments such as exit slips, differentiated learning activities based on Blooms taxonomy/ DOK wheel and conferring. Across all classrooms we use accountable talk prompts, evidenced based discussions, including arguments/debates and differentiated grouping with scaffolded supports. All staff use data content trackers to monitor and evaluate student progress towards learning goals. Individual students needs are targeted and that data is used to inform planning for future lessons.	All Staff	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers, including support staff
Workshops for parents to understand the curriculum. Progress reports to inform parents of their child's progress or areas of need for improvement.	All Staff	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers, SLT, PTA
Ensuring that all stakeholders are involved in various teams at our school. Such as the cabinet, the SLT, PPT, SIT, environment, attendance and teacher teams. Teacher teams engage in collaborative inquiry work around student outcomes.	All Staff	Sept. 2014- June 2015	Principal, Assistant Principals, Teachers, including support staff ,SLT, PTA

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

None required.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Teachers, members of the Environment Team, and Administration will monitor students social and emotional development as well as suspension rates. We will use the 2014 OORS Report on Suspensions and compare it to the February 2015 Report for monitoring purposes.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	HE
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	HE
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	HE
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**4.2** We believe that students learn best when the classroom is student centered and students take responsibility for their education. Students learn best when they are engaged in rigorous hands on activities and partner/group collaborations and discussion. Learning occurs when instruction accommodates student needs through differentiated tasks and/or tiered learning tasks. Additionally, we supplement our instructional program with the COPIA Reading Program, Story Studio for our ELL’s, and the LEAP program for our SWD’s.

**4.3** Our classroom practices are aligned with our school beliefs and are informed by the Citywide Instructional Expectations, the Chancellor’s Capacity Framework, the Danielson Framework for Teaching and the Instructional Shifts Across all content areas the instructional shifts are implemented into each unit of the curriculum. The impact of this work to date can be seen in student portfolios that contain PBA tasks, writing pieces, assessments, student notebooks, displayed student work and lesson plans. Our instructional focus is to continue develop our students’ critical thinking skills with a focus on close reading and student lead discussions while working with staff to develop higher level questioning ability that will lead to greater student academic achievement. Our curricula units of study are common core aligned and focus on higher order thinking skills through questioning and discussion. Our instructional strategies provide multiple entry points to engage learners. Our student data content tracker sheet is a tool used by teachers during conferring in order to document student strengths and weaknesses and inform future planning of instruction

**4.4** One of our goals this year is to improve instructional practices and delivery of instruction to promote student voice through student led discussions. To support this goal and deepen the work of the previous year's goal we have implemented specific school wide monthly instructional strategies to focus on in an effort to enhance instructional practices across all classrooms. Teachers across all content areas create common core PBA tasks for every unit. Teachers utilize a variety of instructional strategies such as jigsaw, fishbowl, literature circles, reciprocal teaching, front end and back end scaffolding graphic organizers and differentiated learning tasks to promote multiple points of entry, support and extension.

Our school community has developed a shared understanding of effective instruction by conducting professional development for teachers on Danielson's Framework for Teaching in September, which was led by the administration. The principal and assistant principals conducted IPC's which centered around Danielson's rubric, where the teachers discussed their strengths and weakness related to Danielson's Framework. This work continues through weekly team meetings and Monday PLC meetings which focus on teacher practice and student work. The administration also conducts observations and offers feedback to teachers on their observations, lesson plans, student work, classroom environment and culture, and student notebooks. We also believe in classroom inter-visitation by staff to observe other staff members followed by discussion. The impact of this work to date can be seen in the rigor of the curricula across all classrooms. It can also be seen during students working in purposeful groups on critical thinking tasks. In order to monitor student progress, benchmarks are set for December February and June.

**4.5** Common assessment analysis' drives instructional adjustments across each grade and subject areas. Formative assessments in the form of checks for understanding, exit slips, conferring notes, students responses, and student self- assessment lead to effective lesson adjustments. Rubrics are used to evaluate PBA's and develop effective feedback to provide students with next steps.

Teacher teams focus on common assessment analysis that leads to implications for content decisions and instruction. Teachers use assessment results to inform their instructional groups and strategies.

The school and inquiry teams across all content areas track student progress through formative and summative assessments such as MOSLS and PBA tasks. Teacher teams utilize a "Looking at Student Work" protocol, and review student notebooks, common assessments and portfolios. They analyze differentiated activities reflected in lesson plans, flexible grouping for instruction, multiple points of entry, conferring notes, and exit slips for effectiveness. Student work has evidence of student self-assessment as well as teacher evaluation and effective feedback based on rubrics. Teams work to develop and revise future lesson plans based on student outcomes.

## **Part 2 – Annual Goal**

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2015, 100% of teachers will improve instructional practices through the use of instructional strategies that promote student higher order thinking and deep discussion as measured by Danielson's Framework for Teaching as evidenced by a 10% increase in effective and highly effective teachers in Domain 3c and the development of teacher capacity within teams.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>2. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>3. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>4. Strategies to increase parent involvement and engagement</li> <li>5. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
CCLS lessons focus on close reading, vocabulary, and instructional strategies such as jigsaw, fishbowls, literature circles and other reciprocal teaching strategies in all subjects with DOK questioning and accountable talk, and student led discussions. All lessons include formative assessments such as exit slips, differentiated learning activities based on the DOK wheel and conferring practices used to track student progress and inform future planning.	All students	Sept. 2014- June 2015	All Staff
The strategies we use for all students, including ELL’s, SWD’s, and other subgroups are leveled texts, accountable talk prompts, evidence based discussions and differentiated grouping, and tasks with front end and back end scaffolds in all content areas including our college and career readiness program and advisory.	All students	Sept. 2014- June 2015	All Staff
The school orchestrates events such as Fall Festivals, Ice cream socials, holiday celebrations, workshops and , Awards Assemblies whereby creating opportunities to engage families in learning , fostering their participation in social gatherings, and offering them feedback on their children’s progress.	All students, parents and MS 582 community members	Sept. 2014- June 2015	All Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
None required.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
None required.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 4. Specify a timeframe for mid-point progress monitoring activities.

Teachers will monitor student progress through baseline and benchmark assessments, unit assessments, MOSL to evaluate student progress taken in December 2014 and February 2015 and May 2015.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

7. By June 2015, 100% of teachers will engage in weekly collaborative teacher teams to align assessments to curricula, analyze assessments and adjust instruction to improve student outcomes as measured by a 5% increase of levels 3 & 4 on the NYS math assessment. Teacher’s professional growth will be monitored and “nurtured through their own reflection, conferences with administration, and PD providing feedback on lesson planning. All will help us achieve this goal.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Our curricula units of study are common core aligned and focus on higher order thinking skills through questioning and discussion. Our instructional strategies provide multiple entry points to engage learners. Our student data content tracker sheet is a tool used by teachers during conferring in order to document student strengths and weaknesses and inform future planning of instruction	All students	September 2014- June 2015	All staff
Students learn best when they are engaged in rigorous hands on activities and partner/group collaborations and discussion. Learning occurs when instruction accommodates student needs through differentiated tasks and/or tiered learning tasks. Additionally, we supplement our instructional program with the COPIA Reading Program, Story Studio for our ELL's, and the LEAP program for our SWD's and Learn Bop in our math classrooms.	All students	September 2014- June 2015	All staff
Workshops for parents to understand the curriculum. Progress reports to inform parents of their child's progress or areas of need for improvement	All students	September 2014- June 2015	All MS 582 Community Members
Ensuring that all stakeholders are involved in various teams at our school. Such as the cabinet, the SLT, PPT, SIT, environment, attendance and teacher teams. Teacher teams engage in collaborative inquiry work around student outcomes	All Staff	September 2014- June 2015	Principal. Assistant principals

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needed would include additional funding for after school small group instruction, Saturday Academy and funding for instructional materials.

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Focus funds.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The mid-point benchmark include MOSL assessments and benchmark assessments that will be administered in December 2014, February 2015, and May 2015.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>x</b>	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	HE
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	HE

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- MS582 is the proud recipient of the 21<sup>st</sup> Century Grant program which includes an ELA and Math remedial program, a Man-Up and Shades of Beauty self-esteem building component, a Hip-hop Dance component and a basketball program. We also have NYC Human Rights Commission Peer Mediation program that began October 7, 2014 and will run until June 2015 every Monday through Thursday from 2:20-5:00pm. In addition, the 21<sup>st</sup> Century Grant includes a component for Parent Workshops on the Common Core, the Instructional Shifts (through CITE), and ESL. As well as, an ELL program with Urban Partnerships such as Story Studio, Professional Learning sessions from CITE educators that involve coaching for teachers of special needs students and LEAP for SWD’s.
- In addition, we work with NY Cares through the School Success Initiative to provide a Saturday GED program for parents and an arts program for students featuring Drama (acting/theater). Additionally, NY Cares, in cooperation with Ernst and Young, provide 3 annual full day lessons through “Young Achievers” to all of our students with a focus on College and Career Readiness through finance and Logos’
- MS582 under the guidance of the Environment Committee has implemented a Positive Behavioral Intervention System (Bulldog Pride) that focuses on a culture of high expectations, positive reinforcement and a positive building tone to promote appropriate behavior that is supported by our advisory program. There are monthly activities where all members of the 582 person community are invited to celebrate positive behavior, and academic achievements including honor roll assemblies, class work and homework and preparedness for class.

MS 582 focuses on high expectations for students in all academic areas. To celebrate these achievements we host awards assemblies focusing on academic success, including attendance and honor roll.

- To create and encourage a collegial environment, we identify best practices of individual teachers and highlight their strategies. Additionally we have them present at a Professional Learning Community meeting. High expectations are communicated to all school constituents through our school environment. Hallway displays and bulletin boards reflect the importance of academic achievement and include effective feedback from teachers

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, in order to build parent engagement, we will have a 5% increase in parent involvement activities as evidenced by attendance sheets and agendas for parent workshops and PTA meetings.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>			
Workshops for parents to understand the curriculum. Progress reports to inform parents of their child’s progress or areas of need for improvement, Saturday GED classes, CITE parent workshops	Parents/Guardians	September 2014- June 2015	Principal, Assistant Principals, CBO’s
N/A			
Monthly family engagement activities such as ice cream socials, international food day, fall festival, winter wishes, academic celebrations such as honor roll assemblies, designated parent resource room	Parents/Guardians	September 2014-June 2015	Principal, Assistant Principals, CBO’s
Tuesday Parent Engagement meetings, emails, phone calls, newsletters, calendars	Parents/Guardians	September 2014-June 2015	Teachers, Assistant principals,

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

None required.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>		<b>P/F Set-aside</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Focus Funding

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In December 2014, February 2015 and May 2015 all sign in sheets from Parent events/activities will be reviewed

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	PBAT Rubric score , MOSL score, unit assessments,	Literacy CCLS skill Intervention and Test Prep	Small Group; one-on-one	After school Monday –Thursday  Saturday School
<b>Mathematics</b>	PBAT Rubric score , MOSL score, unit assessments,	Math CCLS skill Intervention and Test Prep	one-on-one Small Group;	After school Monday –Thursday  Saturday School
<b>Science</b>	PBAT Rubric score , unit assessments	Science skill intervention	one-on-one Small Group;	one-on-one Small Group;
<b>Social Studies</b>	PBAT Rubric score , unit assessments		one-on-one Small Group;	one-on-one Small Group;
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-Risk Counseling	Suicide Prevention, Bullying ,Respect For All Initiative Workshops	Workshop sessions	During the school day , one per month At-risk counseling once per week

## 14K582 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	242 SIG Recipient N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	15	# SETSS	N/A # Integrated Collaborative Teaching 23
Types and Number of Special Classes (2014-15)			
# Visual Arts	12	# Music	N/A # Drama N/A
# Foreign Language	8	# Dance	N/A # CTE N/A
School Composition (2013-14)			
% Title I Population	81.8%	% Attendance Rate	89.9%
% Free Lunch	76.8%	% Reduced Lunch	1.1%
% Limited English Proficient	9.2%	% Students with Disabilities	38.6%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	1.5%	% Black or African American	26.8%
% Hispanic or Latino	70.2%	% Asian or Native Hawaiian/Pacific Islander	N/A
% White	1.5%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)	4.65
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4	6.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	17.3%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	36.0%
Credit Accumulation High Schools Only (2013-14)			
% 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 (2014-15)			
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 (2012-13)			
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		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

## 14K582 School Information Sheet Key

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			# Self-Contained English as a Second Language
			N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	15	# SETSS	N/A
			# Integrated Collaborative Teaching
			23
Types and Number of Special Classes (2014-15)			
# Visual Arts	12	# Music	N/A
			# Drama
			N/A
# Foreign Language	8	# Dance	N/A
			# CTE
			N/A
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% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
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6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
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 (2012-13)			
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		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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		

## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

**Recruitment**

To recruit teachers, 14K582 engages in the following:

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

**Retention**

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

- High Quality PD including CFN lab sites and coaching cycles
- Emphasis on their continued professional learning and development through teacher effectiveness/ Danielson Framework for Teaching
- Distributive decision-making that encourages staff to take on more leadership responsibilities, such as teams and lead teacher positions.

**Assignments**

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

**Support**

- Grade & Team/Department meetings
- Mentoring
- Teacher Effectiveness DFT
- Lab-Sites
- Coaching support by administration, lead teachers and CFN support.

**2b. 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).

Monday afternoon Professional Learning Community meeting sessions are planned based on prior year’s teacher ratings in each domain, feedback given to teachers in observation reports and student achievement data. The Professional Development Plan is developed as a working draft before the school year begins. Revisions are made to the plan as needed throughout the year based on targeted teacher need and teacher surveys , as well as student outcomes on PBA’S, baseline assessments, benchmark assessments, lesson plans, observations, TIP plans, and targeted goals.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

Assessments are aligned to the CCLS curricula based on the objectives and goals for the unit. Common assessment analysis’ drives instructional adjustments across each grade and subject areas. Formative assessments in the form of checks for understanding, exit slips, conferring notes, students responses, and student self- assessment lead to effective lesson adjustments. Rubrics are used to evaluate PBA’s and develop effective feedback to provide students with next steps.

Teacher teams focus on common assessment analysis that leads to implications for content decisions and instruction. Teachers use assessment results to inform their instructional groups and strategies.

The school and inquiry teams across all content areas track student progress through formative and summative assessments such as MOSLS and PBA tasks. Teacher teams utilize a “Looking at Student Work” protocol, and review student notebooks, common assessments and portfolios. They analyze differentiated activities reflected in lesson plans, flexible grouping for instruction, multiple

points of entry, conferring notes, and exit slips for effectiveness. Student work has evidence of student self-assessment as well as teacher evaluation and effective feedback based on rubrics. Teams work to develop and revise future lesson plans based on student outcomes.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$224,098.00	X	
Title I School Improvement 1003(a)	Federal	\$106,148.00	X	
Title I Priority and Focus School Improvement Funds	Federal	\$56,729.00	X	
Title II, Part A	Federal	X		
Title III, Part A	Federal	X		
Title III, Immigrant	Federal	X		
Tax Levy (FSF)	Local	\$1,666,125.00	X	

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### 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 the school. MS582- The Upper Academy, 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 the school and the families. The 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 the school community. MS582-The Upper Academy 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 the school community;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC) Template

**Ms582-The Upper Academy**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- 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 [i](#).

## Part I: School ELL Profile

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

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>582</b>
School Name <b>MS 582 The Upper Academy</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Brian Walsh</b>	Assistant Principal <b>Danielle Capuano</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Maria Tejada</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Ms. Vanessa Acevedo</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Bibiana Rodriguez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out							7	7	10					24
Pull-out														0
<b>Total</b>	0	0	0	0	0	0	7	7	10	0	0	0	0	24

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	14

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6	0	1	4	0	2	14		12	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	6	0	1	4	0	2	14	0	12	24
Number of ELLs who have an alternate placement paraprofessional: <u>01</u>										

**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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	6	10					23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2	3					6
Intermediate(I)							1	0	3					4
Advanced (A)							4	5	5					14
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>7</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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.
  - We use a variety of assessment tools to assess the early literacy skills of our ELL's including Fountas and Pinnel and running records. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to target areas of deficiency for that student. Next steps are planned based on the data yielded from these assessment tools. Areas of

weakness are addressed through targeted strategy lessons based on the data, as well as through use of technology and learning centers. After reviewing the results of the Fountas and Pinnel, it was determined that targeted and focused early literacy instruction would be valuable, and we instituted a balanced literacy approach that included small group literacy instruction by reading skill and guided reading .

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. Data patterns across all grades 6-8, are as follows: Across proficiency levels, results show that most students taking the LAB\_R fall into the Beginning level of proficiency. The data reveals that regardless of proficiency level our ELL students have the most difficulty with reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  3. Patterns revealed through the results of the NYSESLAT data affects and guides our instructional decisions. We use the data to drive instruction by determining which areas need targeting and to address student deficiencies. These results and information from the AMAO help determine modalities that need more intensive focus, as well as which students may be assisted with a given modality deficiency through which of our targeted small group interventions. The data reveals that, as one would expect, the reading/writing modalities are the most difficult for our ELL students to achieve proficiency in, and thus are given a more intensive focus.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. Student results and patterns across proficiencies and grades, indicate that students greatest needs across grade levels, are in the reading and writing modalities. As previously indicated we align our instruction based on the data, to address these needs. To address native language deficiencies, on-site, the ESL bilingual teacher provides targeted instruction to support the native language, and to facilitate and strengthen English language acquisition. Research shows that strong native language literacy promotes the development of second language literacy.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

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

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

We evaluate the success of our Program for ELL's in a variety of ways. Of course, we look at the AYP for ELL students. We do ongoing assessment and monitoring of content area understanding and progress in the classroom after each unit and then make adjustments as needed. . Additionally, a valuable indicator of the success of our program is to analyze how long it takes for our ELL's to go from one level to the next one and how long it takes for our ELL's to test out of ESL and into fully monolingual English settings.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

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

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

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

According to the information from the Parent Orientation, the HLIS, the initial Assessment, the LAB-R, and the Parent Survey and Program Selections Forms, students are placed in an appropriate bilingual or ESL program. Based on the results of the Spring NYSESLAT, Continued Entitlement letters are sent to those parents whose children remain entitled to services. Upon receipt of the signed Continued

Entitlement letters, they are maintained in a file available in the ESL teacher's classroom. Translations is provided by both the ESL teacher and the Parent Coordinator, for parents needing translation services in Spanish.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - 1.a. Instruction is delivered through the Pull-Out organizational model.
    - b. Groups are grouped homogenously by proficiency level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

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

Having only an ESL program, we evaluate the native language ability of our ELLs by administering the Spanish Language Assessment Battery upon entrance to our school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

We ensure that all of our ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year by a variety of means. We have formal interim assessments periodically throughout the school year, as well as weekly assessments of each of the four modalities, one per week. Additionally, we informally assess our students' proficiency in each modality through class assignments and homework, as well as one on one teacher-student conferences.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - a. Our instructional plan for SIFE students includes intensive and focused instruction before, during and after school to address the specific needs of each student. Students are provided with native language libraries and materials to enhance literacy skills in their first language and assist to acquire English language skills. Students are taught phonemic awareness and phonics, develop fluency as well as basic literacy skills. These students receive small group instruction with AIS instructors using appropriate scaffolds and differentiated instruction.
    - b. In addition to all of the above newcomers are put into an After School Program where extra time is dedicated to making content and testing strategies understandable.
    - c. Additionally, we analyze the data from all of the tests these students receive and attempt to determine the limiting factor impeding their passing the NYSESLAT and target these areas for intensive instruction.
    - e. Former ELLs are provided additional support in the classroom, and are provided small group instruction to prepare them for the standardized exams.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 

Our teachers of ELL and SWD students use a variety of instructional strategies and grade level materials in order to make academic content comprehensible and accessible. They include some of the following: We use differentiated instructional strategies including Tiered Questioning, CALLA, TPR and Balanced Literacy. IEP's are reviewed to ensure that all mandated services are received. The ESL teacher articulates with SBST and the school psychologist. Delivery of services is tracked through SESIS reports.

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

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

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

### Courses Taught in Languages Other than English

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

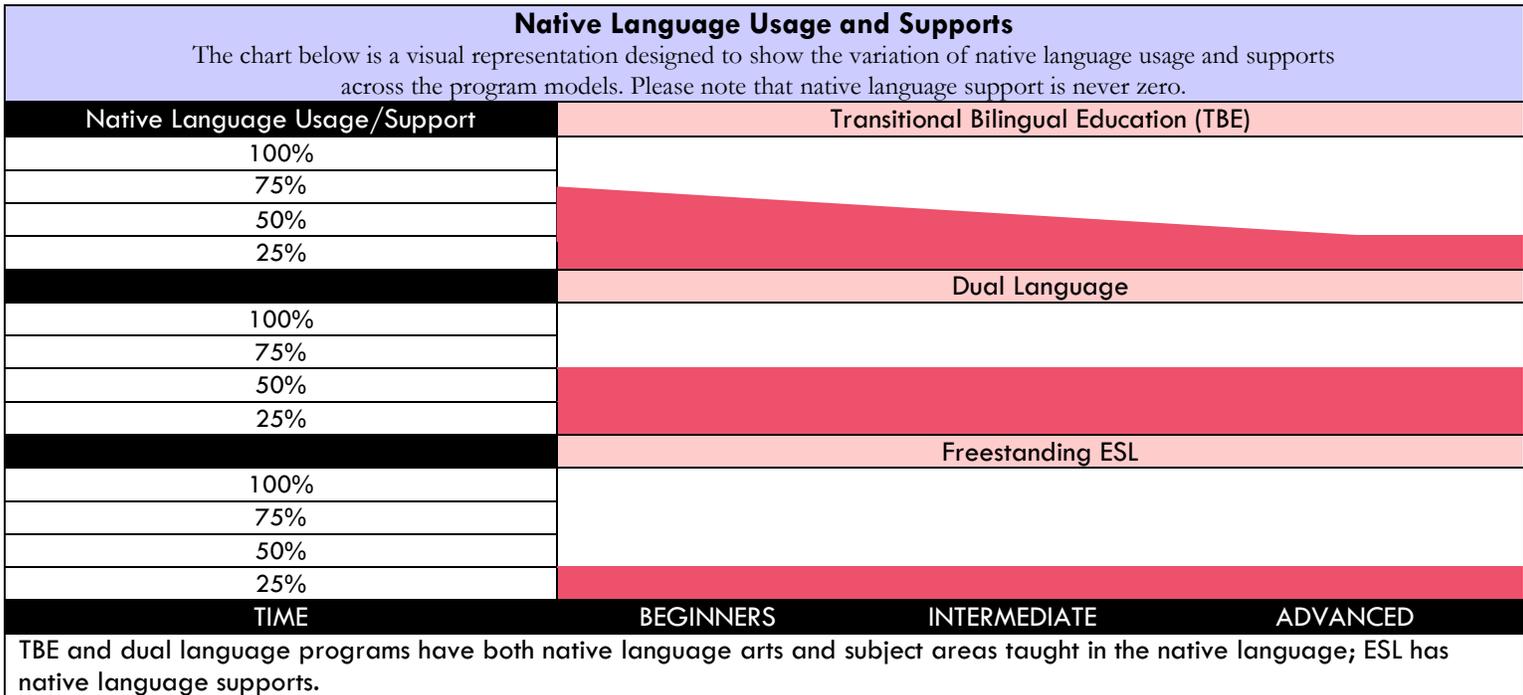
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

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

### C. Professional Development and Support for School Staff

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

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

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

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

#### CALENDAR OF PD TOPICS FOR 2013-2014

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

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

October 2013 Content Access in Math for ELL students.,

November 2013 Preparing for the NYSESLAT,

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

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

February 2014 Scaffolding Math Instruction for ELLs.

March 2014 Small Group Instruction for ELL students

April 2014 writing workshop strategies

May 2014 Project based Assesment

June 2014 Goal setting for ELL students

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

## D. Parental Involvement

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

## E. Additional Information

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

### 21st Century Community Learning Center Program

#### 2013-2014 PARENT WORKSHOPS

PARENT COORDINATOR Bibiana Rodriguez

SCHOOL: MS 582

SUPERVISOR: Danielle Capuano

TEL# 718-456-8218

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

**Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/22/13
	Assistant Principal		11/22/13
	Parent Coordinator		11/22/13
	ESL Teacher		11/13/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 14k School Name: MS 582

Cluster: 01 Network: 112

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

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

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