



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	16K584
School Name:	MIDDLE SCHOOL 584
Principal:	GILLEYAN J. HARGROVE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- 1. Section 5A Capacity Framework Element - Rigorous Instruction**
- 2. Section 5B Capacity Framework Element - Supportive Environment**
- 3. Section 5C Capacity Framework Element - Collaborative Teachers**
- 4. Section 5D Capacity Framework Element - Effective School Leadership**
- 5. Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Middle School 584 School Number (DBN): 16k584
School Level: Middle School Grades Served: 6-8
School Address: 130 Rochester Avenue, Brooklyn, New York 11213
Phone Number: 718-604-1380 Fax: 718-604-3784
School Contact Person: Gilleyan J. Hargrove Email Address: ghargro@schools.nyc.gov
Principal: Gilleyan J. Hargrove
UFT Chapter Leader: Kimberly Boynton
Parents' Association President: Maria Mejias
SLT Chairperson: Aime Ferdinand
Student Representative(s): _____

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Avenue, Brooklyn, New York 11233
Superintendent's Email Address: esantiago@schools.nyc.gov
Phone Number: 718-574-2834 Fax: 718-453-1048

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 406 Network Leader: Chris Groll/Renardo Wright

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)
Gilleyan J. Hargrove	*Principal or Designee	
Kimberly Boynton	*UFT Chapter Leader or Designee	
Maria Mejias	*PA/PTA President or Designated Co-President	
Aime Ferdinand	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jamie Sherman	CBO Representative, if applicable	
Shante Miller	Member/ Parent	
Cynthia Privott	Member/Parent	
Jennifer Whittington	Member/Parent	
Mrs. Peters	Member/Parent	
Marlene King	Member/UFT Teacher	
Chevron Cox	Member/UFT Teacher	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: 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 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

7. **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.
8. **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.
9. **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.
10. **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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
12. **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. 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.

The Granville T. Woods Middle School (MS 584) is located in Crown Heights, a neighborhood in the central section of the borough of Brooklyn. Brooklyn is the second most economically disadvantaged borough in New York City, and the residents of Crown Heights shoulder their share of challenges. While one quarter of all Crown Heights residents (28%) live below the federal poverty level, this figure increases to 34% for children under the age of 18.ⁱ In 2012, with a high unemployment rate among Crown Heights' residents (17.4%), it is not surprising that a total of 430 families entered a homeless shelter during that same year. This is significant as homeless children lack stability in their lives, which leads to disruptions in schooling and negatively impacts academic achievement. Homeless children are also twice as likely to experience hunger as their non-homeless peers, which has negative effects on their physical, social, emotional, and cognitive development.ⁱⁱ

MS 584 is a small school serving 107 students in grades 6-8, the majority of whom are African-American (84%) or Hispanic (13%). The vast majority of students in the school (98%) are eligible for free or reduced-price lunch. Among these students, 6% are English Language Learners and 33% are students with disabilities. At MS 584 we believe that every student can and must work towards maximizing his/her potential. We support our students by working towards customizing our teaching to meet the needs of our various learners. **If children do not learn the way we teach, we must teach the way they learn.** We work toward creating a learning community where every child has access to a quality and meaningful education. In our learning community the academic, social, physical, cognitive, ethical, and emotional needs of all the students are met, and values such as honesty, humility, respect, diligence and empathy are embraced, modeled, and practiced. MS 584 is partnering with the New York City Community Learning Schools Initiative (NYCCLSI)—a not-for-profit organization created in 2012 by the United Federation of Teachers (UFT), the Partnership for New York City, the New York City Council, and Trinity Wall Street—as its CBO partner in this Attendance Improvement Dropout Prevention / Community School Strategy Initiative.

During Phase I, with a high level of support from NYCCLSI, the schools conduct needs assessments, plan and establish a framework for the program, secure buy-in from school community members, pilot new programs or refine existing services according to need. In Phase II, the programs and services established in Phase I are expanded. The schools continue to update needs assessments to ensure that services are meeting the needs of the school community. By Phase III, schools are expected to be sustaining programs and services with little to no financial support from NYCCLSI. Every NYCCLSI school remains a permanent member of the organization.

MS 584 joined the NYCCLSI model in June 2013 (cohort 2) and has benefited greatly from its membership in the NYCCLSI network this past year. Beginning in 2013–14, the NYCCLSI implemented a formal and consistent needs assessment and community asset mapping process across all schools in the Initiative. The UFT Research and Evaluation Department provided expertise and tailored needs assessment templates that each school could use for teacher, parent, and community surveys. This school-based needs assessment was supplemented by a community mapping process that identifies the available resources within the community that can address school and student needs. The community map also seeks to identify the concentration of any social problems that could destabilize students, families, or schools.

Many of the students we serve at MS 584 struggle with factors external to the classroom that negatively impact their academic engagement and performance, including socio-economic difficulties and physical and mental health concerns that are often correlated with high-poverty communities. More than 70% of the school's enrollment is comprised of students that we consider high-need, including students in foster care or transitional housing, students receiving special education services, and students who participate in our free lunch program. At the start of the school year, all students are screened so that they can be properly connected with the

resources they need, such as mental health resources for children and their parents, social work services, and childcare services (e.g., for those latchkey children and those who are responsible for ensuring the safety of younger siblings).

With support from NYCCLSI, MS 584 conducted an extensive needs assessment during the 2013-14 school year, which included gathering information obtained from surveys, parent and teacher input, student attendance and academic data, input from the guidance counselor team, and student self-assessments. As a result of this process, we have identified a number of issues that impact student attendance which, in turn, have a causal effect on the positive academic, social, and emotional well-being of the entire school community, and in particular, the needs of our high-need students and families. Through partnerships with a variety of community-based organizations and other partners, MS 584 aims to provide its students and families with a comprehensive continuum of academic, socio-emotional and wellness supports that support their learning, growth and development and address highlighted needs. Some of the services we offered with our community partners during the 2013-14 school year that we plan to continue are as follows:

Socio-emotional Supports

- **Success Highways** is an evidence-based resiliency-building initiative designed to improve student attendance, behavior, and graduation rates. The program provides educators with validated resiliency assessments so they can analyze the root causes of disengagement and identify students for targeted interventions using the Success Highways standards-aligned curriculum. MS 584 uses the program with its over-age students as well as those identified by the assessments as at risk of dropping out or not graduating from middle school. Students take a needs assessment at the beginning and end of the program. The six resiliency skills to be assessed and taught are: valuing education, academic confidence, connectedness, stress management, health and well-being and intrinsic motivation. Students participate in standards-based classroom activities involving the skill (i.e. case study analysis, group discussion, research) and create a personal action plan to overcome any resiliency deficiencies. Teachers focus on the unique strengths of each individual student and help them identify how they utilize these assets to overcome resiliency deficiencies. Teachers also personalize their instructional approaches which create meaningful relationships while still fostering high expectations.

Health and Wellness

- **One Sight** provides vision screening and care, including free eyeglass distribution for all students. A team of volunteers pre-screens each child to identify which students are in need of further follow-up care and potential eyeglass distribution. This year's screening identified students who were in need of further testing some of whom received eyeglasses at no cost to the student and family. In addition, students learned about the importance of eye health as well as the various parts of the human eye and were also allowed to view several instruments used by optometrists.
- **NYU Dental** provides dental screening and preventive care for all students. Student practitioners from NYU Dental provide oral health examinations and identify students with potential oral health concerns. Students are also made aware of the anatomy of the human mouth and what each part does in contributing to overall health and wellness.

Enrichment Activities

- **Community Counseling and Mediation (CCM) After-School Program**—Available to all students, this program serves as after-school enrichment supporting homework help needs. It also provides a safe haven for extracurricular activities such as basketball, dance, and stepping. Students learn teamwork and social skills, all while developing individual talents and interests. The program hosts three parent presentations each year at which parents and community members are invited to observe displays of student work. Next year, CCM will be adding a STEM component to the afterschool program. The program is staffed by four counselors and one site supervisor. Two counselors serve as mentors to students and add an extra layer of intervention for potential student disagreements.
- **Broadway Junior**—This program provides middle schools with a package of materials to produce condensed versions of Broadway musicals with support from teachers and staff. Students gain confidence in public speaking, commitment/dedication, team building, and organization skills. This year's play, "Hairspray Jr," required extensive set design, sound production, and acting and directing

skills. There was a full stage crew led by teachers and staff. The production served as a confidence builder for students, and all 18 of the students that were a part of the production passed their NYS ELA and Math assessments.

- **School Arts Support Initiative (SASI) Program**—MS 584 is one of nine NYC middle schools participating in the Center for Arts Education’s SASI program, which enables middle schools with little or no arts programming to provide rich and multi-faceted arts instruction to all their students. Through the program, which is supported by a U.S. Department of Education Arts in Education Model Development and Dissemination (AEMDD) grant, MS 584 was able to extent their visual arts programming. A civil rights theater class given by Irondale Theater helped to promote social activism and historical information to students, and students learned how to create and produce their own short films. Intro to Hip Hop further enhanced students' social skills and delved into the correlation between music and society. The grant also supported drumming and dance lessons.

Family Services

To promote parental involvement in the school community, MS 584 offered a number of family engagement activities during the 2013-14 school year, many of which enjoyed substantial participation. Among our most popular offerings are the income support services provided to families by Food Bank for NYC. These services include helping families get access to food stamps and providing free tax assistance so that families receive all eligible tax credits. Parents and community also are provided one-on-one financial counseling. The counseling encompasses budgeting, creating a savings plan and establishing financial goals such as saving for college. These services further support our mission to find solutions for the “whole child.” A child whose family struggles financially is less likely to succeed academically. We hope to expand our financial counseling program to our students so that fiscal literacy is an integral part of our students’ lives.

Many parents in the community struggle with literacy and many do not have their high school diplomas. This limits their job opportunities and their confidence in being involved in their child’s education. To address this need, MS 584 is in the planning phase to offer adult GED classes at the school. Classes would begin September 2014. Our hope is that student absenteeism further declines due to a renewed interest in educational resources by parents who may have struggled previously. Classes would be open to anyone who can commute to our school. Books and supplies will be provided at no charge through our proposed partnership with the Department of Education’s Continuing Education arm. We also plan to integrate tips for parents to assist their children with homework and promote healthy study habits and techniques.

of teaching staff, non-teaching staff, and parents.

We also host a **Parent Summit** twice a year (fall and spring) where we share information with the parents about what is going on in the school, discuss chronic absenteeism issues and how to address it; and invite community organizations to our school to share what they offer with our school community.

Initial 2014 NYS Exam Analysis

This report gives an initial analysis of the Proficiency Levels of students at MS 584 on the 2014 Administration of the NYS Exam. This report includes a comparison of the 2014 scores to the 2013 scores as well as a comparison of the 2014 scores to the students initially enrolled at the school at the beginning of this most recent school year.

Color Legend:	 Positive Metric (Progress)	 Further Analysis needed to determine Positivity or Negativity Or No Change	 Negative Metric (Regress)
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2014 NYS Exam Proficiency Levels - Percentage

The table below shows the percentage of students that achieved each Proficiency Level on the NYS Exams that were enrolled at MS 584 during the 2014 Administration of the NYS ELA and Math Exams.

2014 NYS English Language Arts Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	50.0%	69.0%	66.7%	62.1%
Level 2	46.9%	31.0%	31.0%	35.9%
Level 3	3.1%	0.0%	2.4%	1.9%
Level 4	0.0%	0.0%	0.0%	0.0%

2014 NYS Mathematics Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	78.8%	83.3%	73.8%	78.1%
Level 2	18.2%	13.3%	19.0%	17.1%
Level 3	3.0%	3.3%	7.1%	4.8%
Level 4	0.0%	0.0%	0.0%	0.0%

Change in 2014 NYS Exam Proficiency Levels VS 2013 NYS Exam Proficiency Levels - Percentage

The table below shows the difference between the percentage of students achieving each Proficiency Level on the 2014 Administration and the 2013 Administration of the NYS ELA and Math Exams.

2014 VS 2013 NYS English Language Arts Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	-3.6%	-7.0%	-0.5%	-5.7%
Level 2	+4.0%	+10.7%	-0.3%	+6.5%
Level 3	-0.4%	-3.7%	+0.8%	-0.8%
Level 4	0.0%	0.0%	0.0%	0.0%

2014 VS 2013 NYS Mathematics Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	+12.1%	-7.4%	+2.6%	+0.5%
Level 2	-11.4%	+5.9%	-5.2%	-1.9%
Level 3	-0.7%	+1.5%	+2.6%	+1.4%
Level 4	0.0%	0.0%	0.0%	0.0%

Change in 2014 NYS Exam Proficiency Levels VS Incoming 2013 NYS Exam Proficiency Levels - Percentage

The table below shows the difference between the percentage of students achieving each Proficiency Level on the recent 2014 Administration of the NYS Exams and the Proficiency Levels of students on the 2013 Administration of the NYS ELA and Math Exams that were enrolled at the beginning of the 2013-2014 School Year.

2014 VS Incoming 2013 NYS English Language Arts Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	-10.0%	+7.2%	-9.2%	-5.9%
Level 2	+16.9%	-4.3%	+10.3%	+8.9%
Level 3	-6.9%	-2.9%	-1.1%	-3.0%
Level 4	0.0%	0.0%	0.0%	0.0%

2014 VS Incoming 2013 NYS Mathematics Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	+23.6%	+10.6%	-15.8%	+1.4%
Level 2	-9.4%	-10.9%	10.4%	-0.4%
Level 3	-14.2%	+0.3%	+5.4%	-1.1%
Level 4	0.0%	0.0%	0.0%	0.0%

Data Source: 2013 NYS Item Analysis (Tested Year), 2013 NYS Item Analysis Current Year, 2014 SIR5-301 Summary
reportV1: 8/15/14

Prepared by **nexED**

2013 NYS Exam Proficiency Levels

The table below shows the percentage of students that achieved each proficiency level on the NYS Exams that were enrolled at MS 584 during the 2013 Administration of the NYS ELA and Math Exams.

2013 NYS English Language Arts Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	53.6%	75.9%	67.2%	67.8%
Level 2	42.9%	20.4%	31.3%	29.5%
Level 3	3.6%	3.7%	1.6%	2.7%
Level 4	0.0%	0.0%	0.0%	0.0%

2013 NYS Mathematics Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	66.7%	90.7%	71.2%	77.6%
Level 2	29.6%	7.4%	24.2%	19.0%
Level 3	3.7%	1.9%	4.5%	3.4%
Level 4	0.0%	0.0%	0.0%	0.0%

2013 NYS Exam Proficiency Levels for Incoming 2013-2014 Classes

The table below shows the percentage of students that achieved each proficiency level on the 2013 NYS Exams that were enrolled at MS 584 at the beginning of the 2013-2014 Academic School Year.

2013 NYS English Language Arts Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	60.0%	61.8%	75.9%	68.0%
Level 2	30.0%	35.3%	20.7%	27.0%
Level 3	10.0%	2.9%	3.4%	4.9%
Level 4	0.0%	0.0%	0.0%	0.0%

2013 NYS Mathematics Exam				
Grade	Grade 6	Grade 7	Grade 8	School
Level 1	55.2%	72.7%	89.7%	76.7%
Level 2	27.6%	24.2%	8.6%	17.5%
Level 3	17.2%	3.0%	1.7%	5.8%
Level 4	0.0%	0.0%	0.0%	0.0%

Data Source: 2013 NYS Item Analysis (Tested Year), 2013 NYS Item Analysis Current Year, 2014 SIRS-301 Summary
reportV1: 8/15/14

Prepared by **nexED**

- The first pair of tables shows the percentage of students that fell into each proficiency level in each grade for ELA and Math. **(2014 NYS Exam Proficiency Levels- Percentage)**
- The second pair of tables shows **the change** in the percentage of students that fell into each proficiency level in each grade from the 2013 exams to the 2014 exams. This information can be used to determine overall school progress made from the previous year's exams to the most recent exams. This can be used to publicly note what the school has done to affect change to the overall school's performance. **These tables do not account for students that left after the 2012-2013 School Year. (Change in 2014 NYS Exam Proficiency Levels VS 2013 NYS Exam Proficiency Levels – Percentage)**
- The third pair of tables show **the change** in the percentage of students that fell into each proficiency level in each grade from **the students that were actually enrolled in the fall of the 2013-2014 school year** on the 2013 exams to the 2014 exams. These tables more accurately describe what the school has done with the students it had this school year. This would be the data metric I would lean on to make organizational and instructional decision for this school year. **This metric, however, does not account for students that may have left the school after October 25, 2013.** I will update this metric after getting the kids individual level performance. **(Change in 2014 NYS Exam Proficiency Levels VS Incoming 2013 NYS Exam Proficiency Levels – Percentage)**
- The fourth pair of tables shows the percentage of students that fell into each proficiency level in each grade for ELA and Math on the 2013 Exams. These were the number that were used to make the comparison to the 2014 exams to produce the second pair of tables. This data was taken from the Item Analysis for the 2013 Exams for the tested year. **(2013 NYS Exam Proficiency Levels)**
- The fifth pair of tables shows the percentage of students that fell into each proficiency level in each grade

for ELA and Math on the 2013 Exams that were enrolled in the school before October 25, 2013. These were the number that were used to make the comparison to the 2014 exams to produce the third pair of tables. This data was taken from the Item Analysis for the 2013 Exams for the students that were currently enrolled in the school for the 2013-2014 School Year, as of October 25, 2013. **(2014 NYS Exam Proficiency Levels for Incoming 2013-2014 Class)**

Positives

- When comparing the 2013 NYS ELA Exam score to the 2014 NYS ELA Exam scores, the school has reduced the number of Level 1 students for every grade and the entire school.
- The school also reduced the overall percentage of Level 1 students in ELA when comparing the 2013 NYS ELA Exam scores of students that were enrolled in the school at the beginning of the 2013-2014 school year to their 2014 results.
- The 6th grade has reduced the percentage of students achieving Level 1's in ELA by 10% when comparing the 2013 ELA scores of the students that were enrolled at the beginning of the 2013-2014 school year to their 2014 Results.
- The 8th grade has nearly reduced the percentage of students achieving Level 1's in ELA by 10% when comparing the 2013 ELA scores of the students that were enrolled at the beginning of the 2013-2014 school year to their 2014 Results.
- The school slightly increased the percentage of Level 3 students in the school when comparing the school's 2013 results to the 2014 results in Mathematics because of gains in the 7th and 8th grade.
- The 8th grade reduced the percentage of students achieving Level 1's in Math by nearly 16% when comparing the 2013 ELA scores of the students that were enrolled at the beginning of the 2013-2014 school year to their 2014 Results.
- The 8th grade increased the percentage of students achieving Level 3's in Math when comparing the 2013 ELA scores of the students that were enrolled at the beginning of the 2013-2014 school year to their 2014 Results.

Challenges

- Though there was progress made in a number of areas, a majority of the increases are very small and account for a small number of students.
- The 6th grade saw an increase in the percentage in Level 1 students when comparing the school's 2013 results in Math to the 2014 results, this percentage was nearly doubled when looking at the 2013 results for students in the 6th grade that were enrolled at the beginning of the school year.
- The 6th grade also reduced the percentage of students achieving Level 3's in Math by 14% when comparing the 2013 Math scores of the students that were enrolled at the beginning of the 2013-2014 school year to their 2014 Results.
- There was a reduction in the percentage of Level 3 students in ELA when comparing the 2013 NYS ELA Exam scores of students that were enrolled in the school at the beginning of the 2013-2014 school year to their 2014 results for all grades.
- The school still has no students performing at a Level 4.

Next Steps (Some require corroboration with other Analysis)

- In addition to all the other things we will be doing, I believe we should also take time to have an instructional intervention plan for every single child, that encompasses the grade level specific content they will cover (which should be reduced and focused to greatly enhance their knowledge on specific content within ELA and Math) and the necessary pre-requisites for the grade level content.
- Increase monitoring of content mastery to monthly intervals so we can make adjustments quickly and modify plans, which include PD plan and calendar, curriculum maps and other initiatives.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

16K584 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	104	SIG Recipient	No
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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	8	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	96.9%	% Attendance Rate		90.2%	
% Free Lunch	98.4%	% Reduced Lunch		0.8%	
% Limited English Proficient	6.3%	% Students with Disabilities		35.9%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American		83.6%	
% Hispanic or Latino	12.5%	% Asian or Native Hawaiian/Pacific Islander		1.6%	
% White	0.8%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.22	# of Assistant Principals (2014-15)		N/A	
# 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)		26.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		11.85	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	1.7%	Mathematics Performance at levels 3 & 4		4.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		10.2%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
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			
Priority School	X				
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		NO	
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
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	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
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	NO				
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.	I
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.	I
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.	I
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.	I

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.

In reflecting on our HEDI rating we understand the importance of developing strong, engaging and rigorous curriculums that will support the development of our adolescent learners. We believe that the work we completed over the summer around the creation of CCLS aligned curriculums will help us to engage our student in rigorous curriculum. The following action plans have been put into place:

- Teachers will meet once a week in mathematics, ELA, and special education teams to discuss how to use assessments and make adjustments in their curriculum planning and instruction for a minimum of 80 minutes
- Detailed agendas for areas of focus will be created by administration and lead teachers to focus on improving student outcomes and analyzing student work
- Administration will schedule bi-monthly data meetings with content area teachers to observe progress of sub-groups to include: ELL’s, SWD’s and At-Risk Students
- Administration will review monthly unit plans and provide feedback to teachers to ensure instruction is CCLS aligned and rigorous
- Post unit assessments action plans will be created to address students’ deficiencies and improve student outcomes
- During data analysis meetings with teachers they will be asked to provide evidence such as exit slips

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, teacher teams will create modified and aligned units of study for the curricula used in ELA, Math and Special Education as measured by teacher team agendas, mid/end of year review of units of study, assessment/data analysis and formal/informal observations.

Part 3 – Action Plan

Activities/Strategies: 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"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will meet weekly and have an agenda prior to meeting	ELA, Math and Special Education teachers	September 2014 – June 2015	Teachers School Leader
Teachers will identify the lowest 1/3 of students as well as students at the highest performance levels for differentiation of activities	ELA, Math and Special Education teachers	September 2014 – June 2015	Teachers School Leader
Teachers will analyze assessment data to embed necessary content into upcoming units	ELA, Math and Special Education teachers	September 2014 – June 2015	Teacher School Leader
Teachers will analyze assessments (using tools such as the Hess Assessment Analysis Tool) to ensure alignment to the curriculum	ELA, Math and Special Education teachers	September 2014 – June 2015	Teacher School Leader

Part 4 – Resources Needed

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

Teachers will meet weekly as a team to review assessment data
 The principal and assistant principal will review interim assessment data with the teachers
 Partner with Generation Ready consultant to support ELA teacher in planning, implementation and revision.
 Teachers will work with network instructional specialist and attend external professional development to use data from program to adjust, scaffold, and make necessary modification to current programs.
 Complete a level analysis to identify proficiencies of students in ELA. Scores will be used as a baseline for student measurement in progress for 2014-2015.
 ELA teachers will meet with Generation Ready consultant to review units, plan lessons, align pacing calendars, look at data and look at student work
 Network data analysis specialist

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	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:

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

In January 2015 a curriculum audit in all subject areas will be conducted to ensure CCLS major and minor standards are being met and again during curriculum planning in June 2015

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• 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 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:

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.

4. 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 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
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.	D
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.	E
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.	D

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Dveloping and Ineffective.

6. 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.

In reflecting on our HEDI rating we know that it is important for us to have a strong vision on how we will deal with the social and emotional health of our students. This needs to be communicated to all stakeholders including parents, families, teachers and students. In working with our School Leadership Team we have created the following action plans to address these needs. Some of these actions plans have already been put into place this year

- The SBST team will meet with grade teams to identify students who are labeled at risk for social and emotional needs. The students will be provided at risk services and have a members of the SBST as a caseworker.
- FBA’s and BIP’s will be administered where applicable
- The school leader has been monitoring and collecting data on the Success Highways program, which emphasizes the development of student resiliency. While these initiatives are proving successful in helping staff to identify the social and emotional needs of students, a very different picture emerges in relation to the collection and analysis of student academic data. IIT School Review /5.5

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, create a pathway for students to build resiliency skills that will support their success in schools as measured by attendance rates, core course passing rates, promotion rates, and the student learning survey

Part 3 – Action Plan

Activities/Strategies: 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"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Identify at-risk - overage students, chronically absent students and RTI tier students so that structured intervention plans can be created	Students	December 2014 – June 2015	Guidance counselor SAPIS SBST Parent Coordinator Counseling
Three parent workshops yearly that are facilitated by the SBST to support their students at home regarding their emotional and social well being	Parents	December 2014-June 2015	SBST Teacher leaders Administration
Creation of an in-house mentorship program to mentor all at-risk students to prevent an increase in their behavioral issues	Students	December 2014-June 2015	Administration Teachers SBST
The Success Highways program will meet with teachers and school leaders to discuss the progress of selected students enrolled in the program to analyze growth in the academic area. Provide reports as evidence of progress	Teachers	January 2014-June 2015	Teachers School Leaders Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Per diem funds 2. Purchase the Success Highways program 3. Update data for incoming sixth grade 4. Identify key personnel to attend professional development sessions to build understanding of the role on resilience in student achievement 5. Key personnel will support teachers in creating structures within their programs to support students in being successful. 6. Students will complete an on line assessment to identify early warning indicators such as attendance, behavior and coursework. Students will participate in standards based classroom activities involving the skill (i.e. case study analysis, group discussion, research) 7. Students will view and reflect on personal resiliency data overtime 8. Students will create a personal action plan to overcome any resiliency deficiencies and galvanize resiliency strengths. 9. Teachers will focus on the unique strengths of each individual student and help them identify how they utilize these assets to overcome 10. Teachers will personalize their instructional approaches which create meaningful relationships while still fostering high expectations, academic confidence, connectedness, stress management, health and well-being and intrinsic motivation.

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

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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:

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

In February 2015 through analyzing of OORs reports we will see a decrease in the amount of behavior incidents of our at risk students by at least 10%

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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 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:

7. 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.
8. 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 4 Statement of Practice (SOP) Addressed		HEDI Rating
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.	I
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.	I
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.	D
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.	I

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. 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.

Upon reflection of our HEDI ratings we did not have a systematic approach to ensure our students' needs were being met by promoting high levels of student engagement. Information was collected however; was not thoroughly analyzed to impact student learning. The review team found little evidence of collaborative plans being developed in the grade-level and subject meetings. Thus there was little evidence of teachers providing multiple points of entry for students and creating scaffolded and engaging lessons. There was limited opportunities for student autonomy and fostering independence in their own learning.

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.

Teachers meet weekly as teams to revise lesson plans to increase student engagement, autonomy and ownership of their own learning by providing multiple entry points based on the analysis of student data from unit assessment, interim assessments and weekly exit slips

Part 3 – Action Plan

Activities/Strategies: 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"> • Research-based instructional programs, professional development, and/or systems and structures needed to 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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<p>impact change</p> <ul style="list-style-type: none"> 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
80 minute mandated common planning time provided to teachers Develop a plan for teachers and students to work together to ensure that the classroom environment is one that creates a sense of ownership and discovery aligned with the vision of the school community.	Teachers	September 2014 – June 2015	Teacher School Leader Network Support
Planning - use all available student data to provide for the various learning needs of individual students and student subgroups, such as students with disabilities and English language learners (ELLs), that will lead to improvements in their engagement and learning	Teachers	September 2014 – June 2015	Teacher School Leader Network Support
Planning - use instructional practices aligned to the CCLS that include the use of challenging material providing multiple access points, so students engage in higher-order thinking that leads to higher levels of achievement	Teachers	September 2014 – June 2015	Teacher School Leader
Analyze student performance data and provide feedback. Jupitergrade is accessible for students and parent to observe progress	Teachers Students Parents	September 2014 – June 2015	Teacher School Leader

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Per Session funding Monthly professional development calendar Professional development opportunities provided for all teachers including Special education and ELL’s Jupitergrade online accessibility Agendas for common planning Network Specialist

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	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

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.
By January 22 nd , there will be an increase in the amount of actionable feedback that is provided on student work and in Jupiter grades by 20%
Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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 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:

11. 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.

12. 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).	I
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.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
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.	I

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
14. 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.

- 2.2 The school leader created the school's SMART goals with the support of district personnel; however, reviewers found that little to no collaboration occurred with teachers and the school leader had not shared the goals with the entire school community. At the time of the review, the goals were not displayed or discussed around the school. Teacher interviews revealed that staff members were not involved in goal creation, and during the parent interview, it was also revealed that parents were not involved in the process of creating school goals. In alignment with the School Comprehensive Education Plan (SCEP), and with the assistance of district personnel, the school leader has begun to use a data collection system. However, data has yet to be disseminated, evaluated, and used to formulate plans to improve instruction and student performance. Reviewers found that most instruction was whole class instruction and that little was done to modify instruction to meet the needs of all students. In classroom visitations, reviewers observed a minimal level of rigor and found that the instruction was often not challenging. The school goal of maintaining and improving a high level of attendance is communicated in every classroom, in the hallways, and in school announcements. Attendance data is maintained accurately and conveyed to all constituents. As the school vision was not created in collaboration with stakeholders, the school leader stated the need to create a SCEP that is collaborative and addresses the needs of the entire school community. Although the school leader

plans to involve all members of the community in contributing to the development of SMART goals, this is not in place now, which hinders strategies and initiatives to improve school performance.

- 2.3 Declining enrollment has resulted in a reduction in the number of teachers. To ensure an instructor in each class, the school leader and assistant principal have taught classes. The school leader also interviewed teachers to find alternative subjects they were comfortable teaching, and the Network provided content support for these teachers. Reviewers found that the after-school program is well attended and students are provided with assistance in English language arts (ELA), mathematics, science, and social studies. The program has teachers available to provide student support and, in the large and small student group interviews, students stated that they enjoyed attending the after-school program to start on their homework and get help with material covered in classes. The guidance counselor and other support staff reported working together to devise informal plans to improve individual student performance. School leaders and teachers reported focusing Academic Intervention Services (AIS) on the lower third of the student body in an effort to raise their performance rates; however, due to budgetary constraints and increased teaching demands, AIS was not offered during the school day this academic year. Although the school leader has made some strategic resource decisions, available resources do not address the needs of the school community, which impacts adversely on student achievement and school performance.
- 2.4 Reviewers found that part of the observation cycle consists of pre- and post-observation conferences with teachers, at which the school leader discusses their strengths and areas where improvement is needed. Teachers stated that the post-observation conference takes place within one week of their observation and that written feedback is provided. Teachers also stated that feedback from the school leader has been helpful. The majority of PD comes from Network support; however, there appears to be little connection between the PD provided and teacher needs. The school leader has obtained some support from outside consultants, and consultants meet with teachers individually, and in groups, to offer additional instructional strategies to address underperforming students. Additional ELA and mathematics training is provided to teachers off-site, but sometimes poses a challenge because of the need for class coverage while teachers are out for PD. Reviewers found that while observations take place and feedback is provided, it is not linked to a practical developmental approach to PD. PD offerings are not directly linked to the needs of teachers or to the areas for improvement identified through the lesson observation cycle. Consequently, PD is not leading to improvements in instruction and student learning, particularly for students with disabilities and English language learners (ELLs).
- 2.5 There are limited formal, systematized structures in place to evaluate school-wide practices geared toward improving academic achievement. The school leader has had staff begin the process of collecting data using the NexEd and Jupiter learning management systems, but rigorous systems are not in place to analyze, interpret, and use this data to guide strategic planning aimed at improving school performance. The school leader described the new adaptive curriculum program, MobyMax, which will be used by teachers to aid them in developing student goals aligned to the Common Core Learning Standards (CCLS); however, this initiative is at an early stage and not directly impacting on improved curricular and instructional practices. Historically, there have been no systems in place for staff to routinely monitor student performance, and in particular, the performance of different groups of students. Conversations are beginning to take place to address this weakness, but a process for establishing formalized goals for individual students and groups of students is not yet set. In addition, the review team evaluated agendas for various levels of leadership meetings, and noted that meeting content was often focused on general student needs, but did not address any specific student or level

of individual classwork being produced. The school leader discussed school goals in the SCEP, but did not outline specific systems for tracking individual student academic improvement or monitoring progress toward the global school goals described in the SCEP. Limited cohesive systems to monitor and evaluate the performance of school systems, restrict the school leader’s awareness of school strengths and weaknesses, which prevents strategies from being implemented to drive forward school improvement.

Upon reflection of the above ratings, school leaders had to develop systematic approaches to ensure scheduled observations were occurring more frequently and providing timely feedback to teachers. As a school we have increased the number of observations and provided feedback using the Advance System. Teachers are able to use this detailed and systematic feedback to increase the rigor in their classrooms.

During the summer months opportunities were made available for CCLS curriculum planning. Teachers are using the UBD strategies to plan their lessons while also incorporating multiple entry points for students.

In September 2014 and continuous throughout the year a minimum of four times yearly individual teachers meet with school leaders to analyze data from exit slips, unit assessments and interim assessments.

In September 2014 the school leader met with the staff to share the vision and goals of the school to increase student progress.

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.

Beginning in October 2014 through June 2015 a minimum of three times monthly, school leaders will use the observation of classroom teaching with a research based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, while providing meaningful and timely feedback including developing individualized professional development plans for 75% of the staff.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Weekly observation schedules are created by school leader to ensure all teachers are observed a minimum of 3 times monthly	Teacher School leader	September 2014-June 2015	School leader
Weekly meetings are scheduled by administration to provide timely and constructive feedback to teachers to improve pedagogy	School Leader Teacher	September 2014-June 2015	School leader

School leader (using MOTP data) will create an individualized professional development opportunities	Teacher School leader	September 2014-June 2015	School leader
Ensure that the work of the school is rigorously monitored and evaluated, weaknesses identified, and strategies used to bring about improvements, particularly in instruction and student learning and achievement	School leader	September 2014-June 2014	School leader Network

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Weekly observation calendars • Consistent school schedule • CCLS aligned resources to improve teacher instruction • Collaboration with the CFN to aid in presenting professional development workshops

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		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:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
By January 22 nd , as indicated by informal observations, all teachers would have been observed three times monthly and at least 75% of the staff will individualized professional development plan				
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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:

15. 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.

16. 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 6 Statement of Practice (SOP) Addressed		HEDI Rating
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.	D
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.	D
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.	I
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.	D

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. 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.

- 6.2. The school has established a number of ways to communicate with parents. These include access to information through the parent portal, written correspondence, and dialogue with staff over the phone and at the school. Discussions with parents, however, revealed that they are not fully aware of the school’s commitment to improving the academic achievement of students. An evaluation of documentation showed that the school does not routinely reinforce its academic expectations for students in its correspondence and communications with parents and families. Parents stated that they wanted to be a partner with the school in supporting their child’s education, but the fact that they were not directly involved in the creation of the school’s vision and SMART goals restricts the school’s capacity to tap into the parents’ aspirations.
- 6.3 The school leader, teachers, and support staff engage in two-way communication with families and community stakeholders. Communication is often in multiple languages. The parent interview group reported that they were encouraged by the school’s commitment to their children. They welcomed the after-school programs aimed at improving student performance that teachers participate in. However, communication between the school and families is not sufficiently formalized, monitored, or developed. The school has yet to evaluate its strategies for communicating with parents, or receive feedback and respond to any issues or concerns raised by parents. These oversights mean that that the home-school connection is not as strong as it could or should be, which

limits student opportunities for academic and personal growth.

- 6.4 Stakeholder interviews showed there was no ongoing training or support being offered to parents to enable them to be more proactive in the development of their child’s academic and personal development. Reviewers found no plan in place to ensure that such training and support will take place in the near future. Similarly, the review team found no evidence of a plan to ensure that staff benefit from ongoing PD to help them establish strong and productive links and relationships with parents and families to promote a robust home-school connection.
- 6.5 Stakeholders reported that little data on student progress is being shared that would improve student performance. Parents stated that they receive some information in school communications, such as calendars, backpack letters, and other means. There is a parent portal, through which parents can gain access to information about their child’s performance, as well as view lesson and instructional materials. However, some interviewed parents reported that they did not know of the system or did not know how to access or use it. These parents also stated that they got little training in how to use data to be better able to advocate for services for their children.

Upon reflection of the above HEDI ratings the school community recognized the importance of creating a systemic approach to involve parents as stakeholders in their children’s learning. In September 2014 parents were afforded the opportunity to meet and greet the teachers. During this time, parents were informed about the CCLS curriculum in the major content areas. Additionally, parents were given open invitations to attend the monthly scheduled PTA meetings as well as become members of the SLT. The goal was for more parents voices to be heard about how effective communication can happen between home and school.

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.

To increase the number and quality of parent workshops to ensure all parents understand their students’ academic needs and can support their progress.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Two parent workshops that provide more opportunities for parents and families to learn how to use systems such as the Jupiter program, to monitor their child’s performance and become a part of their learning experience.	Parents	September 2014-June 2015	School leader Parents Teachers

Two parent workshops that help parents and parent groups understand student and school data, so they can identify common needs and find ways the community can help students achieve more effectively.	Parents	September 2014-June 2015	School leader Parents Teachers
Grade wide monthly newsletters are backpacked home with students in regards to upcoming curriculum agendas, upcoming assessments, grading policies, expectations and assignments	Parents	September 2014-June 2015	Department leaders
Monthly invitations to parents regarding upcoming SLT meetings to address the needs of the school and opportunities for parental involvement	Parents	October 2014-June 2015	School leader PTA president

Part 4 – Resources Needed

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

- Monthly calendar/monthly curriculum map with selected meeting times and dates
- Structured agenda for trainings
- Copies of the SCEP
- Monthly newsletters from teachers
- Jupiter Grade accessibility, usernames and passwords

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		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	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.

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.

By Jan 31st, we would have held two parent workshops. One focused on training parents how to Juniper grades and the other on strategies to support your student .At each of these workshops parents will submit a reflection document that will help us plan future parent workshops.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Baseline assessments, unit assessments	Performance Series Read Works Graphic organizers	Small group	During the day Afterschool Saturday
Mathematics	Baseline assessments, unit assessments	Peer tutoring Repeated math activities	Small group	During the day Afterschool Saturday
Science	Performance assessment, unit assessments and exit slips	Additional hands-on activities	Small group	During the day afterschool
Social Studies	Performance assessment	Repeated readings	Small group	During the day afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher recommendation and parent request	Individual goals and strategies	Small group One to one	During the day afterschool

16K584 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	104	SIG Recipient
				No
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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	8	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.9%	% Attendance Rate	90.2%	
% Free Lunch	98.4%	% Reduced Lunch	0.8%	
% Limited English Proficient	6.3%	% Students with Disabilities	35.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	83.6%	
% Hispanic or Latino	12.5%	% Asian or Native Hawaiian/Pacific Islander	1.6%	
% White	0.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.22	# of Assistant Principals (2014-15)	N/A	
# 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)	26.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	11.85	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	1.7%	Mathematics Performance at levels 3 & 4	4.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	10.2%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
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		
Priority School	X			
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	NO	
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
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	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
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	NO			
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			

16K584 School Information Sheet Key

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				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	8	# Drama
				N/A
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	96.9%	% Attendance Rate	90.2%	
% Free Lunch	98.4%	% Reduced Lunch	0.8%	
% Limited English Proficient	6.3%	% Students with Disabilities	35.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American	83.6%	
% Hispanic or Latino	12.5%	% Asian or Native Hawaiian/Pacific Islander	1.6%	
% White	0.8%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.22	# of Assistant Principals (2014-15)	N/A	
# 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)	26.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)	11.85	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	1.7%	Mathematics Performance at levels 3 & 4	4.2%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	10.2%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
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		
Priority School	X			
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	NO	
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
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	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
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	NO			
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: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

ELT program will increase the amount and quality of learning time, through after school and Saturday school programs and opportunities by providing intervention and enrichment curriculum that will support the needs of students in an at-risk community

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Targeted population – lowest 1/3

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The ELT program will:

- Focus on increasing student academic achievement through intervention and enrichment
- Align with CCLS and the Citywide expectations
- Be delivered by staff that has the capacity to deliver high quality academic content
- Have a guidance component to address social/emotion needs of the students

Part 2c. Is the ELT program voluntary or compulsory?

Voluntary

x

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including

school-based staff and any high-quality community partners that will be involved.

2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Teachers
 School Leader
 Community School staff
 Guidance Counselor
 SAPIS specialist

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Per session
 Instructional materials
 Content licensed teachers

Part 3c. Timeline for implementation and completion, including start and end dates.

January 2015-June 2015

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

X	21st Century	x	Tax Levy	x	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	x	Grants	x	School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By January 31st through review of unit assessments data we will see an increase in the numbers of students meeting proficiency in ela and math standards by at least 10%

Part 5b. Complete in February 2015.

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

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<ul style="list-style-type: none"> • Regular basis teacher team will meet to access the program and evaluate its effectiveness • Teachers meet weekly by grade and content area for 100 minutes a week to plan. During these session teachers create curriculum maps, unit plans, develop learning objectives, share best practices, research, create groups, analyze data, look at student work, make adjustments in lesson plans, set goals and discuss student progress. • Lead teachers meet with non-tenured teachers to support lesson development, discuss progress, develop portfolios and provide professional feedback. • Teachers are observed informally and formally and are provided with feedback to support ongoing professional growth. • Teachers are voluntarily video-taped as a form of professional development to support toward enhancing teaching practices. • Teachers set professional goals, identify professional development needs, and discuss with the principal, assistant principal and/or colleagues strengths and areas of improvement. • Instructional Curriculum Team meets weekly to discuss, review and revise needs of teaching staff, curriculum shifts, new initiatives and adjust intervention groups. That information is then shared with teachers via group or individual planning meetings. • Teachers are trained on how to capture daily attendance. Teachers are provided with a memo regarding the attendance procedure memorandum. An action plan for attendance is shared with staff on process for increasing our attendance. Teachers are responsible to P.R.E.S.S. system incentive log that promotes positive attendance through incentives

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).
<ul style="list-style-type: none"> • Curriculum maps were developed that are aligned to the CCLS. At the beginning of the school year, staff members receive professional development focused on CCLS and Instructional Shifts. • During common planning teachers meet in content areas by themselves or with administrators and/or with lead teachers to plan these lessons for students. • Teachers set personal goals around pedagogy and based on their needs, professional development

would be planned for these staff members. As administrators conduct the cycles of observation and noticed trends for improvement, professional development sessions would be planned at the school level, by the network and by the DOE staff.

- Curriculum materials will be reviewed monthly and based on data if need be, adjustments would be made to the curriculum. Grades 6-8 teachers studied the item analysis from the last NYS tests and we have identified areas of need- standards that the school is doing poorly in both in Math and ELA.
- Professionals developments session will be planned with these critical areas in mind, so that teachers can developed the skills to roll out standard based instruction with our students.

We will be working with network to provide professional development in areas of English Language learning and SWD's for the staff.

Teachers meet in teams on Mondays for 80 minutes to look at students work, set goals and develop strategies for students. The IEP coordinator and administrative staff also meet with paraprofessionals to discuss how they can support the teachers with delivering standards based instruction. Paraprofessionals are also part of the curriculum planning team. Administrators attend workshops are the standards and curriculum material planned by network staff, CSA

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.

Teachers through series of team meetings identified the assessment measure sand instructional support needed to improve instructional outcomes. Teachers were a part of choosing and revising assessments and also part of creating a catalogue of professional development opportunities

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 codes¹. 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 consolidated². **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	126,310		15, 18, 30
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	31,975 (15, 18,
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	774,187	x	20, 23, 26, 30

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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)

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. **Middle School 584** 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. **Middle School 584** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

Middle School 584 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 16	Borough Brooklyn	School Number 584
School Name Granville T Woods Academy		

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 Gilleyan Hargrove	Assistant Principal Rue Mann
Coach	Coach type here
ESL Teacher Damali Weekes	Guidance Counselor Ariane Barnett
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Wanda James
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	125	Total number of ELLs	9	ELLs as share of total student population (%)	7.20%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	3

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	2						7		4	9

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		
Total	2	0	0	0	0	7	0	4	9	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
7	4				4
8	3	1			4
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									0
7									0
8	2		1		1				4
NYSAA Bilingual (SWD)									0

NYS Science

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

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.
To assess early literacy we use Fountas and Pinnell. It provides insight such as word count, number of different words, number of high-frequency words, sentence length, sentence complexity, word repetitions, illustration support, etc . This helps inform us what literacy skills have and what they need to learn.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly students with disabilities. During 2011-12, our eight grade population was the largest one.
 After reviewing the NYSESLAT data, the patterns revealed were:
- Speaking is in line with general abilities for the majority of the beginner, intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is the case in the beginner and intermediate level ELLs.
 - After looking at the NYSESLAT scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing some to remain on the advanced level.
- The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenges. Therefore the ESL provider is able to create effective lessons that target these challenging areas.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The NYSESLAT information will assist instructional decisions, because it provides the ESL provider with the breakdown of each modality and each student's strength and challenging area. Since Reading and Writing are the greatest challenge for the ELLs, instruction will be centered around these modalities in all subjects. The ESL provider will create effective lessons that target these challenging areas. Reading and Writing are taught as specific curricular and integrated into the content area.
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?
- Our school did not opt to use the Periodic Assessment in the last two years. We look forward to using the is assessment tool next year again to keep informed about the progress of our ELLs.
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](#))
 Progress monitoring data is used to make educational decisions about changes in goals, instruction and/or services as well as whether to consider a referral for special education services. When progress is monitored the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
 ELLs receive instructional interventions that utilize strategies that are research based. Teachers are provided with scholarly articles about ELL development wick keeps them informed about how ELLs should be effectively instructed. In addition, teachers are provided with strategies and a list of resources that are effective strategies which should be incorporated into their instruction. Instruction is differentiated.
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.).
 The ESL teacher collects all data on the ELLs, studies the data by analyzing the yearly progress of each student and determines which areas show growth and which areas stay stagnant. The growth is indicative of the success of our program.

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](#).)
When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. Parents are given a Home Language Survey (HLIS) in their home language and interviewed by the ESL teacher. Bilingual staff support the translation service for parents and the ESL teacher when the parents are given the HLIS. If the child is identified as an eligible candidate for LAB-R testing, the student is tested. If the student's native language is Spanish, he/she is also tested using the Spanish LAB-R. If the student is eligible for the ESL services based on their score, the ESL teacher sends home an entitlement letter in their home language which is provided to parents to inform them about the child's identification. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child within ten days, parents participate in an orientation that describes various programs that NYC offers in order for their child to be timely placed. Parents also view a parent information DVD in their home language where program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. M.S.584 is proud to offer Freestanding ESL to conform to the parental choice selections.
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.
At the parent orientation, parents have the opportunity to view the in depth detailed DVD that describes the three program choices for ELLs. Program placement options are presented with clarity and objectivity. This parent orientation DVD is available in nine languages to ensure that parents understand all three program choices.
Parent brochures are disseminated in their native language to enrich the understanding each available program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The ESL Instructor distributes the entitlement letters to the teachers for their students to take home to their parents. The letters are followed up with a phone call to ensure that it has been received and read by the parents and confirm the scheduled orientation. Once parents have been oriented and the Parent Survey and Program Selection forms are returned the schools stores these documents in a secure ESL file drawer in the ESL department. ELLs that will be continuing to receive service for the school year are given Continued Entitlement letters in their home languages to take home to their parents. The ESL Instructor makes copies of these and also securely stores them in the department.
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.
To place identified ELL students in ESL instruction, after LAB-R testing takes place, an entitlement letter is provided to parents in their home language to inform them about the child's identification. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child parents participate in an orientation that describes three programs for ELLs. Parents also view a parent information DVD where program placement options are presented with clarity and objectivity in their home language. This parent orientation DVD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
M.S.584 generates the (RLER report) NYSESLAT eligibility report to ensure the eligibility of all students that are eligible to take the NYSESLAT. Letters about the upcoming NYSESLAT exam that is provided by the State of New York are sent home in the home languages of the students for their parents to be informed. The testing dates are carefully planned out and followed according to the state calendar. The students are scheduled according to the grade/ grade band of the NYSESLAT. The groups are picked up on consecutive days and administered each component of the exam for that day. Since the Exam is untimed, students are given as much time as needed to complete the exams.
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. [①](#)

After reviewing the Parent Survey and Program Selection forms, for the past seven years the trend in program choices that parents request is Freestanding ESL. ESL is aligned with our parent requests. In the future, if the trend changes and the population increases, we will build alignment between parent choice and program offerings by offering a Transitional Biligual Education program.

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])?

M.S.584 implements a Freestanding pull-out English as a Second Language (ESL) Program. Group models are alternated. Sometimes they are heterogeneous and other times they are homogenous. This choice of program had been the trend for the last seven years. The language instruction is aligned to ESL\ELA standards. Presently, NLA is not a part of our program because we do not have a Bi-Lingual program. In the future, if the trend moves toward a Bi-Lingual selection of program, we will expand our program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

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)?

Explicit ESL is delivered in the pull-out model through ELA instruction. The ESL instructor works closely with the ELA teachers to ensure that she is supporting the instruction that is going on in that class. Instruction is aligned with the CCSS and the content. The ESL Instructor frequently articulates with the ELA teacher to kee informed about instruction. The ESL instructor is also provided with the

ELA curriculum map.

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.

Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning. Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.

Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. Teachers emphasize explicitly teaching forms of English e.g., vocabulary, syntax, morphology, functions, and conventions. They emphasize academic language as well as conversational language. Instruction incorporates reading and writing and does emphasize listening and speaking. Instruction integrates meaning and communication to support explicit teaching of language. Instruction is planned and delivered with specific language objectives in mind. The use of the home language is strategically used in instruction when necessary. Instruction in classes includes interactive activities among students and are carefully planned and carried out. Instruction provides students with corrective feedback on form.

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

If ELLs are eligible for LAB-R testing, when identified by their HLIS, if they are Spanish speakers, they are also administered the Spanish LAB-R to determine their language proficiency.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are assessed through summative assessments in all four modalities to ensure English acquisition. ELLs are evaluated with the end of year NYSESLAT and will be evaluated with the fall and spring Periodic Assessment.

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. Plan for Newcomers

In this school we have two newcomers. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student and their parent to participate in all of our Supplementary Programs and After School activities.
- An informal assessment is provided to identify appropriate Academic Intervention Services.
- Home school communication.

b. Plan for SIFE

In this school we have no SIFE student. The SIFE population is little this year but in the future, if we do we will provide the following resources to facilitate the student.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that

benefit the SIFE within your classroom instruction.

c. Plan for Long Term ELLs

In our school we have four long term ELLs. Our action plan for the student/s involves:

- An after school program, targeting reading and writing four days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

- Encourage their participation in all supplementary programs to enrich their language and academic skills

d. Plan for Special Needs Students

We have three special needs students. Our policy for special needs students includes:

• Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during school

The ESL teacher uses the Instructional Educational Plan as an important tool to plan and provide access to academic content areas and accelerate English language development. Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used.

e. For students who have tested proficient, in the future we plan to continue providing academic support and be monitored on a weekly basis. Students will still be provided with the mandated testing accommodations like the other ELLs.

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?

Teachers emphasize explicitly teaching forms of English e.g., vocabulary, syntax, morphology, functions, and conventions. They emphasize academic language as well as conversational language. Instruction incorporates reading and writing and does emphasize listening and speaking. Instruction integrates meaning and communication to support explicit teaching of language. Instruction is planned and delivered with specific language objectives in mind. The use of the home language is strategically used in instruction when necessary. Instruction in classes includes interactive activities among students and are carefully planned and carried out. Instruction provides students with corrective feedback on form.

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?

Each IEP is carefully reviewed and analyzed for effective planning. In addition, the ESL teacher speaks and collaborates with the classroom teacher to ensure that instructional strategies and grade-level materials are used. The ESL teacher meets with teachers to co-plan IEP goals of the students. Together the teachers use the curriculum, instructional strategies and schedule for each student in order for them to both support the ELLs to attain proficiency within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English

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

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

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

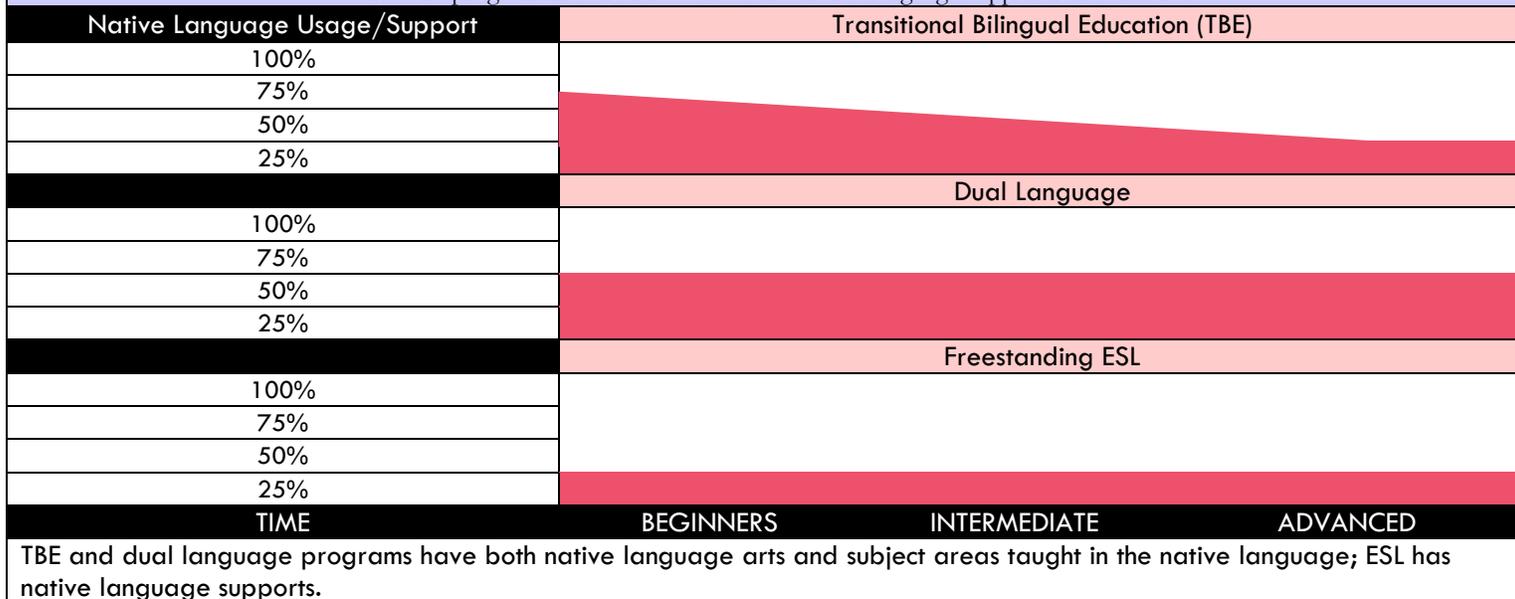
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- We ensure that we are meeting the needs of our ELLs and provide opportunities for them to achieve at high level areas as well as language development to inform instruction. After school home work help program in English is offered as an intervention for ELLs to support their ELA and Math skill acquisition. ELLs are included in standardized assessments under optimal testing conditions. In State assessments ELLs are given the testing accommodations allowed by State regulations. Students are mixed by proficiency levels as well as by grades. Students are allowed by the staff to leave their classes and go to the ESL classroom, according to their scheduled time in order to receive their mandated minutes. In ESL, the content area subjects are delivered by the use of content area vocabulary and scaffolding techniques. The ESL provider frequently articulates with the teachers and plans lessons that support difficult vocabulary and concepts. The provider also shares these strategies with the content area teachers for them to use. These methodologies and techniques help the ELL student develop their Basic Interpersonal Cognitive Skills (BICS) in the beginning and their Cognitive Academic Language Skills (CALPS) later on, to meet the language needs of the English Language Learners. Students are allowed to use their native language with the teacher and/or peers to express understanding or as for clarification. Books in the different native languages are available to support instruction as well as for students to take home.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program here at M.S.584 is highly effective based on the progress, growth and language acquisition that the ELLs have achieved in both content and language.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year we would like to consider subscribing to TimeLife for Kids, National Geographic for Kids, Rick Ranger Magazine and Easy English newspaper. These non fiction materials are great exposure to real life issues and reports that students can read. These materials will strengthen their language proficiency and literacy skills.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are informed and encouraged to be participate in our after school program. The program is designed to assist students with projects and home work help and academics.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs have access to the most updated, modern computers in our school. All teachers are equipped with and constantly use smart boards for instruction to support ELLs and all students. ELLs also have access to personal laptops. The teachers all incorporate realia, picture cards and manipulatives in their lessons to support ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The primary language is limited but used strategically in instruction to ensure that students understand task directions, pay attention to cognates, and master language learning and metacognitive strategies.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Here at M.S.584, we have a variety of books, literature and materials for all ages and grade levels.
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.
- For Newcomer ELLs, we plan to use scaffolding methodology such as modeling and bridging, books on tape, a buddy system in class to strengthen their speaking skills, and literacy skills, we plan to group them by different grades and levels, use various genres and age appropriate texts for their interests, practice more writing activities and assignments for them, in order to keep them engaged and strengthen their literacy skills. We also provide more time for listening and speaking activities that motivate them to participate and strengthen their confidence to communicate. We, provide more opportunity for them to engage in reading and writing activities that strengthen their literacy skills. We provide Academic Intervention Services during the day, use technology and our Extended Day Tutoring in addition to using ESL methodology to strengthen their skills in each modality.
18. What language electives are offered to ELLs?
- NA
19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
 - o the literacy needs of our ELL population within the prescription of the Teacher's College model.
 - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives, realia and experiments.
 - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- o Scaffolding in the content areas
- o Native Language Literacy Development
- o Differentiation in the ESL classroom
- o ESL in the Mathematics classroom
- o QTEL-Quality Teaching for English Language Learners
- Our ELL teacher attend a variety of off-site workshops to promote collaboration between content area and language teacher.

Our ESL teacher provides each classroom teacher with research based articles about ELLs from AFT and NYSUT periodicals. She also uses Colorin Colorado as a monthly resource to provide reading and writing

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?

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics.

Additionally, activity clubs in Art are offered. Attendance rates are over 90% for this outreach program.

After School Program: Monday and Thursday we offer our students an academic tutorial support for instruction.

Translation and Interpretation Services: These services are offered to increase the involvement of parents in the ESL program, additional funding is available to translate important policy documents. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between staff and parents.

Urban Advantage: This hands-on Science program includes students and their parents to explore and learn about the Science fields simultaneously.

Monthly Chat and Chew: Teachers, parents and students have a monthly theme based meeting where they socialize, eat and enjoy a feast.

Monthly PTA meeting for parents to stay informed and involved in the community.

Monthly assembly which parents are invited to attend.

Mother's Day Brunch for the mothers to socialize with the staff and stay involved in current events.

Parent Summit

Nutrition Workshop through Cornell University for parents to be educated about practicing healthy lifestyles and habits.

Waffle Thursday Breakfast for parents to volunteer their time while socializing and interacting with the staff.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 584

School DBN: 16K584

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gilleyan Hargrove	Principal		11/15/13
Rue Mann	Assistant Principal		11/15/13
Wanda James	Parent Coordinator		11/15/13
Damali Weekes	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ariane Barnett	Guidance Counselor		1/1/01
Dr. Karen Ames	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: 16K584 School Name: Middle School 584

Cluster: 4 Network: 406

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

Part A: Needs Assessment Findings

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

1. Home Language Surveys, Parent Surveys and Parent Attendance Records reveal that approximately 85% of the student population's primary home language is Spanish thus establishing a need for translation of curriculum and parent information packages. The ESL Teacher, the bilingual administrator, and several teachers share the responsibility for written translations and oral translations at meetings and for assistance in the office with parent matters. As a school policy all parent communication is done in a timely manner.

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.

2. All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, the school's NYCDOE website and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material.

Part B: Strategies and Activities

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

All parent communication and information are translated and disseminated in English and Spanish through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. M.S. 584 will actively seek out any pedagogy to transcribe any written documents in languages that represent those of our students' first language such as Spanish and French. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2013-2014.

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.

2. All parent communication and information are translated and disseminated in English and Spanish and French through the communication systems already in place, which include the parent coordinator's weekly and monthly newsletter, parent association newsletters, the school leadership team's communications, The School's NYCDOE Website, and the principal's letters and memorandums to the parent community. This involves the use of additional paper for copying as well as additional time for staff involved to translate all material. M.S. 584 will actively seek out any pedagogy to interpret in languages that represent those of our students' first language such as Spanish and French. We will inform parents of those service providers through letters and home phone calls. We will use our staff and parent volunteers at the beginning of the school year 2013-2014.

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>.

Oral Language interpretations will be provided by staff members and parent coordinator for the Spanish speaking population. For our French speaking parents we will call the Interpretation Unit of the DOE for such services.

In fulfillment of the Chancellor's Regulations A-663, the school upon a student's enrollment determines the student's primary language using a Home Language Survey and/or interview. Records of the primary language for each parent are kept in ATS and on student emergency cards. All parents are provided with translation and interpretation services for all parent communication on child's education , school instructional programs and services, performance standards, procedures, health, legal and or disciplinary matters, program entitlement , trips and consent forms and safety.

We will send home translated written letters in every represented home language informing parents that our school will be providing them with translation and interpretation services which they will be able to use to effectively communicate their needs and concerns to us.

In addition, we will be able to keep them informed about their child as well as our school events and activities.

ⁱ U.S. Census Bureau, 2012 American Community Survey.

ⁱⁱ American Psychological Association (2009). Effects of Poverty, Hunger, and Homelessness on Children and Youth. Presidential Task Force on Psychology's Contribution to End Homelessness. Retrieved from <http://www.apa.org/pi/families/poverty.aspx?item=6>.