



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

18K588

School Name:

MIDDLE SCHOOL FOR ART AND PHILOSOPHY

Principal:

NEIL J. MCNEILL, JR.

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Middle School for Art and Philosophy School Number (DBN): 18K588
School Level: Middle School Grades Served: 6-8
School Address: 1084 Lenox Road Brooklyn, NY 11212
Phone Number: 718.342.7563 Fax: 718.342.8131
School Contact Person: Neil McNeill Email Address: nmcneil@schools.nyc.gov
Principal: Neil J. McNeill, Jr.
UFT Chapter Leader: Lorraine Swearing
Parents' Association President: Andria Barry
School Leadership Team
Chairperson: Lorraine Swearing/Andria Barry
Student Representative(s): Raeanne Kerr

District Information

District: 18 Superintendent: Beverly Wilkins
Superintendent's Office Address: 1106 East 95th Street Brooklyn, NY 11236
Superintendent's Email Address: bwilkin@schools.nyc.gov
Phone Number: 718.566.6008 Fax: 718.649.7074

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 602 Network Leader: Matthew Melchiorre

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)
Neil J. McNeill	*Principal or Designee	
Lorraine Swearing	*UFT Chapter Leader or Designee	
Andria Barry	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Dexter Braithwaite	Member/ Teacher	
Matthew Campbell	Member/ Teacher	
Karen Ross Thomas	Member/ Parent	
Leonette Noel	Member/ Parent	
Raeanne Kerr	Member/ Student	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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:

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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 Middle School for Art and Philosophy (MSAP) is a middle school on the border of the East Flatbush and Brownsville sections of Brooklyn. The school currently serves 252 students in grades 6-8. The vast majority of students (traditionally over 80%) fall below the poverty line thus qualifying the school for Title I assistance. Approximately 90% of the students are Black and 8% are Hispanic, the rest being divided between other sub-groups. Approximately 20% of students receive IEP services while 5% are English Language Learners. The school services a large number of transient students as well as those housed in homeless shelters.

Due to the school's geographic location, it receives students from a number of schools and districts and as a result, has found a lack of consistency in what students know, understand and are able to do thus presenting a larger than average variety of educational needs for its population. The school's mission statement (in italics below) stresses the importance of working with all members of our school community at their current developmental level to foster a mindset of continual improvement:

At MSAP we strive to...

- *apply what we learn to the present and in our future;*
- *build a community of collaboration, respect and support;*
- *model appropriate behavior that reflects positively on ourselves, our families and our school community.*

We strive to be the best we can be at our school MSAP!

The school boasts an expanded arts program that collaborates to supplement its in-school theater arts with the Sports and Arts in Schools Foundation after school program and a 21st Century Community Learning Center Grant. Due to these, the school is able to offer students, additional theater arts, instrumental music and a variety of dance programs. These programs work together to create performances for special events during the school year. In addition, the school works with its Pencil Partner PricewaterhouseCoopers to implement a Financial Literacy curriculum that helps students address college and career readiness skills. The school's professional learning model (adopted citywide this year) is supported by the inclusion of the Teacher Incentive Fund (TIF). This program supports the school with two Peer Instructional Coaches (PIC) and three Demonstration Teachers (DT).

In recent years, the school's population has been consistently decreasing due to an influx of perceived better options in the form of charter schools and newly created middle schools. These schools are draining human resources from the established middle schools within the district. As a result, our school, which has undergone tremendous positive change since 2011 is receiving less funding each year. This lack of funding creates a gap in our ability to continue our school improvement efforts. As a result, we have less money to incorporate and build programs to attract new students into the school.

Despite major roadblocks, our school has affected the following positive changes since 2011:

- Increased the collaborative nature of our instructional program as evidenced by the school moving from a Developing on the DQR in 2011, to Proficient on the QR in 2012 to Well Developed on the Alt. QR in 2013.
- Created a positive school culture through the implementation of a Positive Behavior Intervention Systems (PBIS) program that has:
 1. Increased attendance rates from 86.8 in 2010-2011 to an average of 91.46 between the 2011-2012 and 2013-2014 school years. The school is currently on track to maintain an attendance rate over 94% for the current school year.

2. Decreased Superintendent level suspension rates by 75% between 2010-2011 (34) and 2012-2013 (8). The number of suspensions was maintained for the 2013-2014 school year (8).
3. Maintained an upward trend in School Environment Survey results between 2010-2011 and 2013-2014.
4. Developed a collaborative culture amongst the teaching staff. Teachers meet for inter-disciplinary and department meetings three times per week during the school day. In addition, the teachers regularly visit one another for both formal and informal intervisitations as part of their professional practice. This year the staff is planning the use of teacher led walkthroughs as another means to gather data for formative assessment and next steps. Teachers meet on Tuesday afternoons for Book Club Study Groups to address topics that they identified an interest in during their initial planning conferences this year.

The school has demonstrated the greatest growth in Tenet #4: Teacher Practices and Decisions. The collaborative nature of our teacher teams have helped to develop and revise a rigorous curriculum and increased shared knowledge amongst staff of individual students and their families' needs. This has helped us to change how we have engaged parents in years past and will continue to help us refine that practice. Our greatest need for improvement lies in the revision of curriculum to include embedded scaffolds and supports based on students' individual needs as articulated through various sources of data.

18K588 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	06,07,08	Total Enrollment	247
			SIG Recipient
			N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
			# Self-Contained English as a Second Language
			N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	12	# SETSS	N/A
			# Integrated Collaborative Teaching
			12
Types and Number of Special Classes (2014-15)			
# Visual Arts	N/A	# Music	N/A
			# Drama
			8
# Foreign Language	5	# Dance	N/A
			# CTE
			N/A
School Composition (2013-14)			
% Title I Population	82.0%	% Attendance Rate	91.7%
% Free Lunch	83.9%	% Reduced Lunch	4.6%
% Limited English Proficient	6.4%	% Students with Disabilities	22.7%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.6%	% Black or African American	89.1%
% Hispanic or Latino	7.6%	% Asian or Native Hawaiian/Pacific Islander	0.9%
% White	0.9%	% Multi-Racial	0.6%
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)	1	# 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)	5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)	6.4
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4	8.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	28.3%
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	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	YES	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Mathematics (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	NO	Limited English Proficient	N/A
Economically Disadvantaged	NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	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		

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School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	247	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	8
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.0%	% Attendance Rate			91.7%
% Free Lunch	83.9%	% Reduced Lunch			4.6%
% Limited English Proficient	6.4%	% Students with Disabilities			22.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			89.1%
% Hispanic or Latino	7.6%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	1	# 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)			5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4			8.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.3%
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			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (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	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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			

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School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	247	SIG Recipient	N/A

Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	82.0%	% Attendance Rate		91.7%
% Free Lunch	83.9%	% Reduced Lunch		4.6%
% Limited English Proficient	6.4%	% Students with Disabilities		22.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		89.1%
% Hispanic or Latino	7.6%	% Asian or Native Hawaiian/Pacific Islander		0.9%
% White	0.9%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	1	# 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)		5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		6.4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4		8.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		28.3%
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		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (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	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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.	E
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.	E
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.	E
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.	E

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.

At the Middle School for Art and Philosophy teacher teams have been developed over the past three years. A collaborative culture amongst teachers is the cornerstone of professional work and learning at MSAP. The school has continued to develop its concept based curriculum and instructional model by revising school wide curriculum maps and unit plans to ensure that they are not only CCLS aligned but conceptually aligned. Units of study are themed by a specific concept which drives the instructional planning. Interdisciplinary grade teams meet twice weekly and department teams meet once a week to plan and adjust instruction based on data gleaned from student assessments and shared learning progression results. Art and foreign language teachers are also members of the team and are also working on school wide initiatives to conceptually align curriculum and provide students with effective feedback. Student work is tracked in a variety of ways: school wide Measures of Student Learning (MOSL) results (including upcoming mid-year benchmark assessments), content and teacher specific assessments and teachers' individual conferencing/anecdotal notes. This data informs the team decisions to adjust instruction and implement specific strategies to close the gaps in student understanding that surface. Reports from teacher observations confirm that practice is growing amongst staff to continually revise lesson plans based on student data gathered from previous lessons and often from the lesson the day before.

However, a deficiency has arisen in staff members' ability to maintain the "paperwork" of the adjustments and tracking of student progress on the school's document sharing platform.

Additional teacher led walkthroughs based on the needs identified from the previous walkthroughs. The eventual goal is to include parents and students on the walkthrough teams.	All teachers, selected parents and students	January to June 2015	Principal and Teacher Leadership Team Members
Engage parents during Tuesday's Parent Engagement Time to report on and review their child's progress and work.	All teachers, Parents and students	October 2014 to June 2015	All teachers
"Parent and me" curriculum nights to examine student work using the short response learning progression.	Parents, students and teachers	January 2015 to June 2015	Principal and Interested teachers
Teacher led inquiry teams to examine MOSL data and inform next steps for students in the four core subject areas. This will serve as a foundation for the modification of curriculum maps based on the needs of students.	All students and teachers	December 2014 to June 2015	All teachers
Implementation of a Saturday Academy to support student understanding and use of feedback to summarize the previous week's learning and front load information for the next week.	All students	January/Feb. to June 2015	Principal

Part 4 – Resources Needed

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

1. Teacher per session for the planning of school wide professional learning initiatives.
2. Teacher per session to facilitate curriculum night parent workshops.
3. Teacher per session to run an Academic Saturday program.
4. Supervisor per session to run an Academic Saturday Program.
5. Teacher per session to conduct two book studies after school.
6. Hire a consultant from ASCD to facilitate professional learning sessions and support the development of teacher walkthroughs.

Part 5 – Budget and Resource Alignment

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

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

1. Approximately 6 teachers x 1.5 hours x 35weeks = 315 hours (\$15,810) (TL)
2. Approximately 27 teachers x 5 hours = 134 hours (\$5019) (P/F)
3. Approximately 8 teachers x 4 hours x 20 weeks = 640 hours (\$32, 122) (P/F)
4. One supervisor x 5 hours x 20 weeks = 100 hours (\$5252) (P/F)
5. Approximately (per book club) 5 teachers x 2 hours x 7 weeks = 70 hours (\$3515) x 2 = (\$7030) (P/F)
6. One consultant from ASCD for approximately 9 days of embedded professional development = (\$18000) (P/F)

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.

A minimum of 15% of all students will have demonstrated growth from the baseline MOSL assessment to the mid-year benchmark.

Anticipated completion: February 28, 2015

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

Part 1 – Needs Assessment

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

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

	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.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	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.	HE

Part 1b. Needs/Areas for Improvement:

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

Traditionally, student responses on the learning environment survey have been far lower on average than that of both teachers and parents. In addition, staff often speak about students’ lack of investment in the school community. Furthermore, it has been recommended that the school enhance systems designed to increase student investment in their school. School safety data confirms the positive trends in school environment over the past three years and through team meetings and professional learning sessions focused on collaborative inquiry the staff determined a need to “teach” students the specific social-emotional skills that they may be lacking when they come to the school.

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 30, 2015 the Middle School for Art and Philosophy will have developed structures and protocols that garner input from all stakeholders to allow students to have a greater voice in decision-making regarding school culture as measured by student surveys, minutes/notes from student council or government meetings, and other student voice mechanisms.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal	Target Group(s)	Timeline <i>What is the</i>	Key Personnel <i>Who is responsible</i>
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<p>for this Capacity Framework element, including:</p> <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 	<i>Who will be targeted?</i>	<i>start and end date?</i>	<i>for implementing and overseeing the activity/strategy?</i>
Identify student leaders to serve on the school wide PBIS committee to ensure greater student voice.	All students	September 2014	Dean, Guidance Counselor and PBIS Team Members
Identify student leaders to serve on the School Leadership Team to ensure greater student voice.	All students	December 2014	Principal
Identify and apply Habits of Mind and plan for their teaching and integration into the school curriculum in order to further develop protocols and processes.	All students and teachers	Ongoing through June 2015	All teachers
Creation of a comprehensive Saturday Academy for students who are at-risk, performing below grade level standards, English Language Learners and students identified for specialized high school preparation.	All students	January 2015 through June 2015	Principal
Assess and revise curriculum maps with a focus on integration across content areas.	Selected teachers	Ongoing through June 2014	Selected teachers led by Peer Instructional Coach
Creation of “teacher volunteer” student clubs to enrich after school opportunities for students	All students	Anticipated launch January 2014 through June 2015	PBIS Team and volunteer teachers
Integrate 21 st Century Community Learning Center Programs to address the programmatic requests of students and parents and include a specialized high school prep component.	Targeted high level 2 and 3 and 4 students	November 2014 through May 2015	Program 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. Teacher per session to run an Academic Saturday program. 2. Supervisor per session to run an Academic Saturday Program. 3. Student incentives for Saturday Academy participants. 4. Teacher per session to conduct 21st Century Academic Programs. 5. Supervisor per session to supervise 21st Century Academic Programs.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
<ol style="list-style-type: none"> 1. Approximately 8 teachers x 4 hours x 20 weeks = 640 hours (\$32, 122) (P/F) 2. One supervisor x 5 hours x 20 weeks = 100 hours (\$5252) (P/F) 3. Approximately \$1683 to purchase incentives for students who attend the Saturday Academy. (PF) 4. Approximately 511 hours flexibly scheduled over 30 weeks = \$25,693 (21st C) 5. Approximately 125 hours flexibly scheduled over 30 weeks = \$6,590 (21st C) 													

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: 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.</p>				
<p>By February 15, 2015 at least 45% of all students will be enrolled and regularly attending some form of extra-curricular offerings.</p>				
<p>Part 6b. Complete in February 2015.</p>				
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 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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.	E
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.	E
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.	E
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.	E

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.

Based on the school's Alternate Quality Review conducted in April 2014, the school needs to "Further develop adaptive instructional practices that spur deep levels of student thinking and cognitive engagement and provide all students with multiple strategies and pathways for achieving short and long term instructional goals leading to mastery of content and increased student learning." Teacher feedback provided last year placed a high value on the use of study groups to investigate and further teacher understanding and implementation of strategies designed to provide students multiple access points into the curriculum. The school has implemented study groups as part of their professional learning sessions on Tuesday afternoons this year. The topics include developing learning targets, moving students from dependent to independent learners, differentiated instruction, Habits of Mind, internal motivation and acceleration. Observation data as well as teacher's initial planning conferences demonstrated a need for teachers to develop and implement strategies that collect student data (via assessments) and use that data to create next instructional steps based on student need.

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.

By June 30, 2015 the Middle School for Art and Philosophy will have aligned data tracking systems of student performance and teacher progress to determine next steps for groups/individual teachers' professional learning as measured by student assessment data (patterns and trends evidenced in units of study assessments, progress reports, MOSL exams, etc.) and evidence of observation data used to adjust the school's professional learning plan.

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: <ol style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. 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>
<p>Develop varied and targeted professional learning opportunities to address student/teacher needs surfaced through the review of school wide data.</p> <p>MSAP will enhance the use of its document sharing platform to maintain and track the use of assessment data.</p> <p>Develop a site to house and for teachers to access on demand school wide professional learning and related resources.</p>	<p>All students and teachers</p> <p>All students</p> <p>All teachers</p>	<p>September 2014 to June 2015</p> <p>September 2014 to June 2015</p> <p>September 2014 to June 2015</p>	<p>Principal and Teacher Leadership Team Members</p> <p>Individual teachers</p> <p>Principal, Peer Instructional Coach and teacher teams</p>
<p>Create and implement book club study groups to identify and pilot strategies with students and determine which strategies work best with the students we serve. Teachers will present their findings to their colleagues.</p>	<p>All students</p>	<p>November 2014 to June 2015</p>	<p>Book club study group teams</p>
<p>Analyze data from the Advance system to identify trends in teacher performance and areas of need and correlate those areas with student performance to date.</p>	<p>All students and teachers</p>	<p>November 2014 to June 2015</p>	<p>Principal and Teacher Leadership Team Members</p>
<p>Regularly survey teachers for feedback concerning professional learning throughout the year.</p> <p>Engage parents during Tuesday’s Parent Engagement Time to report on and review their child’s progress and work.</p> <p>“Parent and me” curriculum nights to examine student work using the short response learning progression.</p> <p>Establish and implement teacher created walkthrough protocols for teacher led walkthroughs based on the team’s shared reading of <u>Engaging Teachers in Classroom Walkthroughs</u> by Kachur, Stout and Edwards, to collect and analyze data on the school’s instructional</p>	<p>All teachers</p> <p>All teachers, Parents and students</p> <p>Parents, students and teachers</p> <p>Teacher Leadership Team Members</p>	<p>November 2014 to June 2015</p> <p>October 2014 to June 2015</p> <p>January 2015 to June 2015</p> <p>October 2014 to June 2015</p>	<p>Principal and Peer Instructional Coach</p> <p>All teachers</p> <p>Principal and Interested teachers</p> <p>Teacher Leadership Team Members</p>

focus (and other needs that arise). The results of which will be used to create a continual feedback loop to plan future walkthroughs and professional learning.			
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Part 4 – Resources Needed

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

1. Teacher per session for the planning of school wide professional learning initiatives.
2. Teacher per session to conduct two book studies after school.
3. Hire a consultant from ASCD to facilitate professional learning sessions and support the development of teacher walkthroughs.

Part 5 – Budget and Resource Alignment

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

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

1. Approximately 6 teachers x 1.5 hours x 35weeks = 315 hours (\$15,810) (TL)
2. Approximately (per book club) 5 teachers x 2 hours x 7 weeks = 70 hours (\$3515) x 2 = (\$7030) (P/F)
3. One consultant from ASCD for approximately 9 days of embedded professional development = (\$18000) (P/F)

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.

MSAP will have conducted two targeted teacher led walkthroughs and utilized the data to determine next steps for assessment, feedback and instruction.

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Last year’s Alternative Quality Review stated, “Formalize the integration of various tracking systems to line student performance, teacher progress and professional development to gain a more insightful picture of teacher effectiveness and hold staff accountable to encourage teachers and staff to make data-informed decisions regarding the next steps and required supports for their professional growth.” Though the principal had previously tracked observational data over time, next steps for instructional and professional development were sometimes lost or not followed up on by the school’s assistant principal. This year, the principal is the only administrator conducting observations and as a result, the next steps from one observation to the next have been the focus of each new visit. In addition, teachers have articulated next steps for their professional development during their initial planning conferences and these have been tracked. Once MOSL data is completed being gathered, it too will drive the third round of observations.

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.

The Middle School for Art and Philosophy will enhance its functional system of targeted and frequent observations that track teacher progress so that 15% of teachers’ practice in component 3c and 3d of the Danielson Framework will have

moved one proficiency level as demonstrated through observation data by June 2015.

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: <ol style="list-style-type: none"> 7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. 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). 9. Strategies to increase parent involvement and engagement 10. 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>
Develop varied and targeted professional learning opportunities to address student/teacher needs surfaced through the review of school wide data.	All students and teachers	September 2014 to June 2015	Principal and Teacher Leadership Team Members
Identify and share Best Practices through the school’s Weekly Memo, gleaned from teacher led book clubs and highlighted during teacher team meetings and faculty conferences and professional learning.	All teachers	September 2014 to June 2015	Principal, TIF team members and teachers
Develop a site to house and for teachers to access on demand school wide professional learning and related resources.	All teachers	September 2014 to June 2015	Principal, Peer Instructional Coach and teacher teams
Create and implement book club study groups based on school need and teacher interest to identify and pilot strategies with students and determine which strategies work best with the students we serve. Teachers will present their findings to their colleagues.	All students	November 2014 to June 2015	Book club study group members
Analyze data from the Advance system to identify trends in teacher performance and areas of need and correlate those areas with student performance to date.	All students and teachers	November 2014 to June 2015	Principal
Regularly survey teachers for feedback concerning professional learning throughout the year.	All teachers	November 2014 to 2015	Principal and Peer Instructional Coach
Establish and implement walkthrough protocols for teacher led walkthroughs to collect and analyze data on the school’s instructional focus (and other needs that arise). The results of which will be used to plan future walkthroughs and professional learning.	Teacher Leadership Team Members	October 2014 to June 2015	Teacher Leadership Team Members

Part 4 – Resources Needed

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

1. Teacher per session for the planning of school wide professional learning initiatives.
2. Teacher per session to conduct two book studies after school.

- Hire a consultant from ASCD to facilitate professional learning sessions and support the development of teacher walkthroughs.

Part 5 – Budget and Resource Alignment

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

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

- Approximately 6 teachers x 1.5 hours x 35weeks = 315 hours (\$15,810) (TL)
- Approximately (per book club) 5 teachers x 2 hours x 7 weeks = 70 hours (\$3515) x 2 = (\$7030) (P/F)
- One consultant from ASCD for approximately 9 days of embedded professional development = (\$18000) (P/F)

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.

By February 2015, teachers who are not demonstrating progress in 3c and 3d and are below the effective rating will be identified and provided individualized professional learning support.

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?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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.	E
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.	E
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.	E
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.	E

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.

The school has traditionally fallen just shy of citywide averages on the learning environment survey. Last year's Alternative Quality Review stated, "Strengthen the collaboration between school staff, parents, and other community agencies through the refinement of the professional development plan, internal systems and structures, and targeted supports that ensure sustained, effective partnerships between families and community partners in supporting students' academic and social emotional growth." The school has traditionally offered a wide variety of programs to parents through its 21st Century Community Learning Grant in addition to parent workshops designed specifically to look at student work. To address the high levels of need of the school concerning social-emotional learning, the school has adopted and implemented a number of Habits of Mind within the curriculum. In addition, this year we have partnered with the Inter-borough Mobile Response Team to assist students and families with mental health needs.

Part 2 – Annual Goal

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

By June 30, 2015, MSAP will have supported staff in engaging parents to develop a home-school connection that supports students' academic and social-emotional growth as measured by demonstrated growth in responses on the learning environment survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 6. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 7. 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). 8. Strategies to increase parent involvement and engagement 9. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Utilize JupiterGrades online gradebook and communication tool and the school’s automated dialing system to keep parents informed concerning upcoming events.</p> <p>Provide parents with progress reports once per each trimester to ensure parents are informed about their child’s progress to date.</p> <p>Integrate a variety of resources to ensure that the school is meeting the needs of students and their families by opening and collaborating during Pupil Personnel Team (PPT)/School Implementation Team (SIT) meetings with the Mobile Response Team (MRT), and PBIS Committee.</p>	<p>All teachers, students and parents</p> <p>All parents</p> <p>All teachers, students and parents</p>	<p>September 2014 to June 2015</p> <p>October, January and April</p> <p>September 2014 to June 2015</p>	<p>All teachers</p> <p>All teachers</p> <p>PPT/SIT/MRT and PBIS Members</p>
<p>Conduct Common Core Learning Standards workshop for parents.</p> <p>Develop and organize “Parent and Me” curriculum night workshops for parents to look at their child’s work in context.</p>	<p>All teachers, students and parents</p> <p>All teachers, students and parents</p>	<p>January 2015</p> <p>Ongoing through June 2015</p>	<p>CITE</p> <p>Teacher Leadership Team Members</p>
<p>Enhance the school’s website to include all school-wide correspondence sent home to families.</p> <p>Utilize an “open door” and scheduled policy for parent-engagement on Tuesday afternoons.</p>	<p>All teachers, students and parents</p> <p>All teachers, students and parents</p>	<p>Ongoing through June 2015</p> <p>Ongoing through June 2015</p>	<p>Principal and Peer Instructional Coach</p> <p>All teachers</p>
<p>Teacher teams maintain a log of parent contact throughout the school year to track outreach and improvement efforts.</p> <p>Conduct a needs assessment for parent workshops to be conducted by the school’s 21st Century Community Learning Center partner,</p>	<p>All teachers, students and parents</p> <p>All parents</p>	<p>Ongoing through June 2015</p> <p>November to</p>	<p>Teacher teams</p> <p>Leadership, Inc, staff members and</p>

Leadership, Inc. These workshops will be held on a variety of days and times to provide a variety of options for parents.		December 2014	21 st CCLC Program Coordinator
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Part 4 – Resources Needed

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

1. JupiterGrades online grade book.
2. School Messenger automated calling system.
3. CITE Workshops on Common Core Learning Standards for parents.
4. Teacher per session to facilitate curriculum night parent 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	X	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.

1. JupiterGrades online subscription = \$1080 (TL)
2. School Messenger Automated Calling System = \$488 (T1)
3. Common Core Learning Standards Workshops = \$2250 (T1)
4. Approximately 27 teachers x 5 hours = 134 hours (\$5019) (P/F)

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.

By March 2015, MSAP will have engaged at least 10% of the parent community in workshops provided by the school and its partners.

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?

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)	NYS Exam Scores and report card data	21 st Century Academic Programs	Small group	After school
		SASF After School Programs	Small group homework help	After school
		Saturday Academy	Small group	Saturdays
		Sustained Silent Reading	Large group	In-school
Mathematics	NYS Exam Scores and report card data	21 st Century Academic Programs	Small group	After school
		SASF After School Programs	Small group homework help	After school
		Saturday Academy	Small group	Saturdays
		Math Intervention Class (6 th grade)	Small group	In-school
Science	MOSL Examinations and report card data	21 st Century Academic Programs	Small group	After school
		SASF After School Programs	Small group homework help	After school
		Saturday Academy	Small group	Saturdays
		Sustained Silent Reading	Large group	In-school
Social Studies	MOSL Examinations and report card data	21 st Century Academic Programs	Small group	After school
		SASF After School Programs	Small group homework help	After school
		Saturday Academy	Small group	Saturdays
		Sustained Silent	Large group	In-school

		Reading		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Team Recommendations and all confirming hard data	21 st Century Academic Programs	Small group	After school
		SASF After School Programs	Small group homework help	After school
		Saturday Academy	Small group	Saturdays
		Sustained Silent Reading	Large group	In-school

Section 7: 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
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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.

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

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).

At the end of the last school year, teachers began to create professional goals with the principal for the following school year. These individual goals are aligned to the school wide goals contained in the Quality Review as well as the school wide data to inform next steps for the whole school community and for small groups and individual teachers. Teachers are given recommended next steps to engage in their own self-directed professional development on their individual needs and goals. This year, the school included Book Club Study Groups as part of their regular practice. In this way, MSAP differentiates professional development to meet the needs of all members of the staff. The principal conducts teacher observations and looks for evidence of teachers meeting these goals during visits. This information is used to adjust professional development to address gaps in teacher pedagogy. This is a process that continues throughout the year and also solicits feedback from teachers after major professional development days and a mid-year survey. In addition to the expertise contained within the administration and the Network, the school has secured the services of a consultant from the Association for Supervision and Curriculum Development (ASCD). The school has begun the practice of capturing professional learning on the school's website. The Professional Learning Locker contains links and documents from professional learning session conducted both in and out of the school. These are available for teachers' reference 24-7.

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

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	272,993	X	Professional Learning (11, 17, 20) Teacher Teams (11, 14, 22)

				Book Clubs (11, 17, 20) JupiterGrades (22) Automated calling system (22) Parent Workshops (22)
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	69,106	X	Consultant from ASCD (11) Book Clubs (11, 17, 20) Walkthroughs (11, 17, 20) Curriculum Nights (12, 22) Saturday Academy (12, 14)
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,676,328	X	Professional Learning (11, 17, 20) Teacher Teams (11, 14, 22) Book Clubs (11, 17, 20)

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:

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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 for Art and Philosophy**, 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 for Art and Philosophy** 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) Template

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

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 Neil J. McNeill, Jr.	Assistant Principal Richard A. Dixon
Coach type here	Coach type here
ESL Teacher Vacancy	Guidance Counselor Lea Denis
Teacher/Subject Area Mathew Campbel/ELA	Parent Geneva Francis
Teacher/Subject Area Grace Benjamin/ELA	Parent Coordinator Audrey Rhoden
Related Service Provider Nina Perchenok	Other type here
Network Leader(Only if working with the LAP team) Juila Bove	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	332	Total number of ELLs	20	ELLs as share of total student population (%)	6.02%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	16			3						19

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	16	0	0	3	0	0	0	0	0	19
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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							3	3	3					9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							2	1	5					8
French								2	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	5	6	9	0	0	0	0	20

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
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								1	2				

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5								5
7	5								5
8	9								9
NYSAA Bilingual (SWD)									0

NYS Science

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

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.
All students are tested using Fountas and Pinnell. Once a child's level is determined instructors are able to prescribe specific instruction to meet the needs of the student. The ELL teacher also shares the information from the NYSESLAT and the LABr with the content area teachers. In addition, the school uses data from Achieve 3000 to measure students' progress. In addition, all ELL students are

performing at Level 1 on the NYS mathematics examination. As a result, math teachers have begun to utilize more visual representations for these students. Lastly, ELL students are part of the inquiry cohort for all interdisciplinary teams and are included in the focus groups for intervention services.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that the students who are beginners (3 students) are new to our community. The students who fall in the Advanced or Intermediate category have shown gains on the NYSESLAT, as well as on the NYS ELA exam.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

School has three tiers of RTI instruction.

UDL Strategies

Tier 1 – teacher driven intervention, whole class instruction

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
In content area subjects, teachers are using a variety of strategies to help students build English language skills, these include the teaching of interdisciplinary academic vocabulary and the use of school wide strategies like Reading for Meaning and Task Rotation which provide ELL students multiple entry points in to the curriculum. In addition, native language support is currently provided to Spanish speaking ELLs through the Spanish version of Achieve 3000, some translated materials, and Spanish native language books inside content area classrooms. Where possible, first language glossaries are made available to ELLs. We have staff members (the Guidance Counselor, Foreign Language Teacher our Dean and Para Professional) that are fluent in Haitian Creole and Spanish. These staff members provide translation and develop relationships with students as well as families to offer extra support where needed.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our program is evaluated on an ongoing basis. The program is monitored for progress by teachers and the administrative team. This is done through the use of NYSESLAT data, Jupiter Grades, classroom assessments and state exams. We also monitor progress by

looking at the periodic assessments. Ultimately the final mark of success comes from seeing if we met AYP for ELLs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The initial screening procedure is as follows: When ELLs come in the school to register, the Assistant Principal provides parents with a Home Language Identification Survey form (HLIS). Either the ELA teacher, Mr. Campbell, or the Assistant Principal, then evaluates the HLIS form. If the home language is stated as other than English, then an informal interview is conducted in both the native language and in English. Next, within 10 days of registration, the Language Assessment Battery-Revised (LAB-R) is administered to students identified as in need of requiring ESL services. If students are Spanish speakers, the Spanish LAB is equally administered. Based on the students' LAB-R scores, parents are informed and are invited to attend a Parent Orientation Session to ensure that parents understand all three program choices.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The Assistant Principal, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are shown the DVD explaining programs and are provided with brochures in the home language so that they can have all necessary information about bilingual/ESL services as well as the core curriculum, learning standards, expectations for students, and assessments. Parents have an opportunity to ask questions so that they can make an informed placement selection. Parents are encouraged to make a decision at this meeting. If they are not prepared to do so, a staff member who speaks their native language will contact them within five days regarding their decision. In addition, a letter is sent home with the child in the home language as a follow up. If the school still does not receive a response, the Assistant Principal will attempt to make contact every day thereafter.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parents receive a Placement Letter and an Entitlement Letter in their home languages via mail and copies are sent home with students. These are collected by the ESL/Teacher and/or Assistant Principal and maintained in the Assistant Principal's office. In case parents fail to return the Program Selection forms, the ESL teacher and parent coordinator, with the assistance of a translator, contact the parents at home within five school days. However, should parents require assistance in filling out the Parent Survey and Program Selection forms; they can obtain assistance from school personnel, i.e. the ESL Teacher/Coordinator and/or Assistant Principal with the aid of a translator.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once parents complete the Parent Survey and Program Selection form, students are placed in the chosen program. In terms of newcomer ELLs, the LAB-R is administered, and their placement in ESL classes is based on their LAB-R scores. In terms of continuing ELLs, their placement in ESL classes is based on their most current NYSESLAT scores. Parents then receive a Placement Letter in the home language providing description of services. Students are given the letter which they sign for and logs are maintained by the Assistant Principal. Outreach is made by the ESL Teacher and/or Assistant Principal and parents are offered an additional consultation meeting if they would like one. MS 588 offers the freestanding ESL program and student's receive the mandated hours of ESL services as determined by their level of English proficiency. Parent choices are entered by the Pupil Accounting Secretary in ATS on the ELPC screen within 20 days of parent choice. The school recognizes the ASPIRA consent decree and should a parent default on program choice, students will receive Transitional Bilingual Education as their program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend of parent choice is a Freestanding ESL Push -in/Pull-Out program. Our program model is aligned according to the parents' requests. We have a small group of ELLs in our building and consistently register approximately two to four students annually who speak Spanish, Haitian-Creole, and/or French. In the event a parent requests a program in Spanish (via ASPIRA) an alternative site will be identified and recommended after consultation with the Network support staff.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1 a, 1 b. The organizational model is a Freestanding English Push-in/Pull-out program. Our sixth grade population consists of five students, 3 Spanish, and 2 Haitian one of whom has an IEP. All of these students participate in the Freestanding ESL Push-in/Pull-out program. Our seventh grade ELL population consists of six students, one of whom has an IEP. All of seventh graders participate in the Freestanding ESL Push-in/Pull-out program. The eighth grade ELL population consists of nine students. The eighth graders participate in the Freestanding ESL Push-in/Pull-out program. The following represents the number of ELLs by grade in each language group: For 6th grade, we have Spanish (3) and Haitian (2). For the 7th grade, we have Spanish (3), Haitian (1) and French (2). For the 8th grade, we have Spanish (3) Haitian (4) and French (1). The Push-in component of the program model consists of the ESL teacher assisting the ELLs in the following classes: 8th grade math (single period), 7th grade math (double periods), and 6th grade ELA (double periods). The ESL teacher also will attend the math Common Prep Team meeting. The Pull-out component of the program model consists of these types of classes: Ungraded [all students regardless of grade are in one class], Heterogeneous [mixed proficiency levels in one class], and Homogenous regarding beginners [proficiency level is the same in one class].
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Regarding the Freestanding ESL Push-in/Pull-out program, beginning and intermediate ELLs receive 360 minutes per week and advanced ELLs, 180 minutes per week. In addition, the ESL teacher collaborates with the content area teachers to maintain a dialogue regarding ELL students' performance in their content area classes. Classroom teachers are encouraged to visit ESL sessions as well. This allows for increased coherency across instruction. MS 588 does not offer a Transitional Bilingual Program or Dual Language Program.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Spanish speaking ELLs are assessed with the Spanish LAB. In addition, students can take certain state tests in their native languages when available, as well as use native language glossaries. When available, during the year, students are able to read translated passages and receive feedback in their native language from adults in the building who are able to translate for the classroom teacher. In addition, teachers regularly use the google translate feature online to provide students with feedback in their native language when there appears to be a comprehension issue.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher will create assessments to be implemented throughout the school year. In addition, ELL students are part of

interdisciplinary inquiry cohorts and as such are measured against school wide learning progressions for the school's instructional focus. Lastly, their work on Achieve 3000 is tracked for progress throughout the school year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided according to the IEP mandates.
- Collaboration between the ESL teacher, classroom teachers and IEP contact person to monitor student progress.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The school has adopted a number of instructional strategies used to help provide all students including ELLs with multiple entry points in to the curriculum, for example, Reading for Meaning and Task Rotation. Teachers are using grade level materials like

CodeX and CMP3 as well as other leveled materials to help support ELL-SWDs with access to academic content and English language development. This includes translated text as part of the Achieve 3000 program. The materials were reviewed by teachers to determine their age and grade appropriateness and measured against the NYC DOE Instructional Materials Review Rubric to help ensure access to a rigorous curriculum.

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

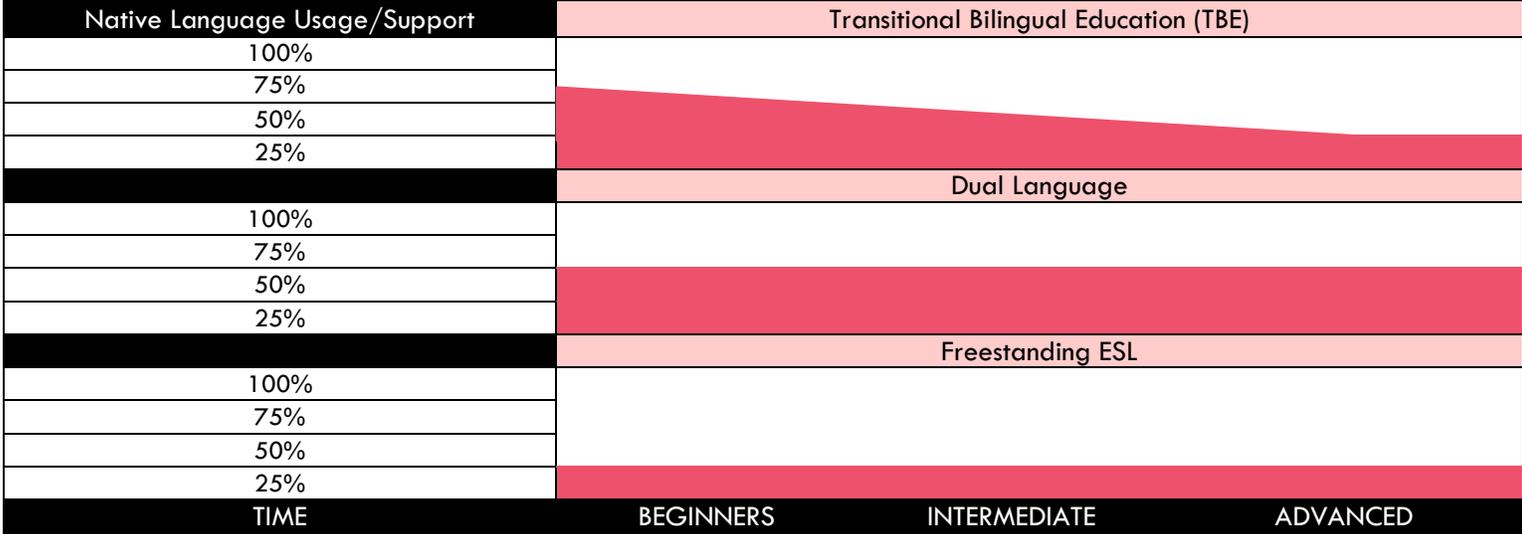
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

We have discontinued Conceptua math because of funding.

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

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

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

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

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

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

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

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

In the beginning of the year, administrators provide teachers with lists of ELL students in their classes and strategies to address their learning needs. Students are grouped first according to their grade levels for push-in/pull-out services. In this way, support and

services are provided utilizing grade level materials with scaffolded supports in the way of shared instructional strategies (Reading for Meaning and Task Rotation).

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

We currently offer Spanish as an elective.

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

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

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

Tools for Thoughtful Assessment - Silver

Total Participation Techniques - Himmele and Himmele

Essential Questions - McTighe and Wiggins

September: Needs based on previous year's data

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

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

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

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

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

10th: Breakouts:

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

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

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

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

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

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

- School wide practices
- Teacher practice
- MOSL Grading

October:

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

2nd: New Teacher Learning Walk: Bulletin Boards

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

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

7th: Teacher Effectiveness

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

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

Reflection Logs (4a and assorted competencies)

- Recommendations and school wide next steps

Professional Learning Log (4d, 4e)

Additional materials

MOSL Marking (1c, 3d)

21st: Where are we?

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

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

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

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

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

November:

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

4th: Building the Scope and Sequence for Argumentative Writing

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

5th: Election Day

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

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

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

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

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

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

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

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

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

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

Other PDs include:

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Middle School for Art and Phil

School DBN: 18K568

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 602

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

