



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

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**11X144**

**School Name:**

**MICHELANGELO JUNIOR HIGH SCHOOL 144**

**Principal:**

**JEREMY KABINOFF, ED.D.**

## School Comprehensive Educational Plan (SCEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: SCEP Overview**

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

- I. Section 5A Capacity Framework Element - Rigorous Instruction
- II. Section 5B Capacity Framework Element - Supportive Environment
- III. Section 5C Capacity Framework Element - Collaborative Teachers
- IV. Section 5D Capacity Framework Element - Effective School Leadership
- V. Section 5E Capacity Framework Element - Strong Family-Community Ties

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Michelangelo Junior High School 144 School Number (DBN): 11X144  
School Level: Junior High School Grades Served: 6-8  
School Address: 2545 Gunther Avenue, Bronx , NY, 10469  
Phone Number: 718-794-9749 Fax: 718-794-9755  
School Contact Person: Ellen Barrett-Kelly Email Address: EBarret2@schools.nyc.gov  
Principal: Jeremy Kabinoff, Ed.D.  
UFT Chapter Leader: Karlene Turner  
Parents' Association President: Brenda Evans  
School Leadership Team  
Chairperson: Karlene Turner  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 1250 Arnow Avenue, Bronx, NY 10469  
Superintendent's Email Address: MLopez9@schools.nyc.gov  
Phone Number: 718-519-2620 Fax: 718-519-2626

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 608 Network Leader: Rudy Rupnarain

## 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)
Jeremy Kabinoff, Ed.D.	*Principal or Designee	
Karlene Turner	*UFT Chapter Leader or Designee	
Brenda Evans	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Audrey Henry	Member/ UFT	
Jassetia Tomlinson	Member/ Parent	
Luis Feliz	Member/ Parent	
Venus Scott	Member/ Parent	
Ellen Barrett-Kelly	Member/ Assistant Principal	
Kerri Robertson	Member/ Assistant Principal	
Juliet Wilson	Member/ Parent	
John Rufino	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

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

administrators value each other.

## **Accountability Tools and the Capacity Framework**

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

### **NYSED's Six DTSDE Tenets**

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

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for SCEP Development**

School Leadership Teams should engage in the following steps:

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

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

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.

Michelangelo Junior High School is where students begin their quest for excellence. Our students learn how to become critical thinkers, problem solvers, decision makers, and caring, ethical citizens. In addition, our students are prepared for high school and college by our special emphasis on the Common Core Learning Standards. Students are engaged in rigorous activities as well as a wide array of extracurricular activities that are offered to all of our students. Michelangelo has an active Parent Association that works with our Parent Coordinator to communicate with parents about various events, including student celebrations, school plays/concerts, Honor Roll breakfasts, Honor Society Night, and Family Nights. In addition, parents and students can view upcoming assignments on teacher web pages as well as monitor their child's progress via Teacherease.com. Parents are guided in the high school application process by our guidance counselors and our graduates have been accepted into many of NYC's Specialized High Schools.

Michelangelo Junior High School is a middle school with approximately 557 students from six through grade eight. The school population comprises 67% Black, 27% Hispanic, 2% White, and 4% Asian students. The student body includes 7% English language learners and 14% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013 - 2014 was 90.0%.

In previous years, teachers often were unable to attend all of their preferred in-house Professional Development sessions due to schedule conflicts. Now, with dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program.

Michelangelo Junior High School's tailored approach to professional learning has also had a profound effect on school culture. By instituting quarterly conferences for discussions of professional growth, Principal Kabinoff has encouraged a school culture that empowers teachers to communicate more frequently with school administrators in order to receive actionable and resourced feedback on their instructional practices. Additionally, because teachers receive personalized support based on their actual observation data, they have become much more tuned into "on the fly" professional development opportunities and have been more easily able to look beyond the evaluative aspects of *Advance* and focus on the development opportunities the system presents. As they prepare for school year 2014-15, Principal Kabinoff and his team have started looking at the data from their 2013-2014 Measures of Teaching Practice and Measures of Student Learning to inform designing what their PD menu may look like in the upcoming school year.

Michelangelo Junior High School has partnered with the Middle School Quality Initiative. Through this initiative the school has implemented reciprocal teaching across disciplines and grades. In addition, Word Generation has been implemented on an interdisciplinary approach across all grades. There is progress monitoring through the Degrees of Reading Powers across all grades and disciplines. In addition, Tier II and Tier III interventions have been established and progress monitoring occurs.

## 11X144 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	4	# Drama	8
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate			90.1%
% Free Lunch	67.0%	% Reduced Lunch			1.4%
% Limited English Proficient	9.1%	% Students with Disabilities			23.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			67.0%
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander			3.4%
% White	2.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			18.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			9.32
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4			7.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			38.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0 %
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

**Reflection:** *Based on the 2013 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking.*

**Strengths:** The school’s curriculum is implemented consistently across all grades, and holds all students accountable to meeting learning expectations, including students with disabilities and English language learners, providing additional supports as needed. To ensure high levels of thinking all teachers apply the cognitive rigor matrix to instructional practices as well as in task design. In addition, all students are now programmed for reading classes and intervention math courses that requires them to engage in practical analysis of synthesizing, justifying and providing and defending their thinking. These ensure that students continuously hone their critical thinking skills, thus preparing them for the rigors, challenges and demands of higher education and future success.

**Need Improvement:** *Based on the 2013 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking.*

**Action Plan:** Teachers will show evidence of integrating explicit reading comprehension strategies and higher-order thinking into planning, instruction and assessment. Strategies include the strategic integration of language acquisition (Word Generation) reciprocal teaching, shared reading, guided reading and independent reading.

**Part 2 – Annual Goal**

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

Throughout the 2014-2015 school year, school leaders will ensure each collaborative teacher team is utilizing a research-based protocol for looking at and analyzing student work and/or data using the collaborative inquiry process in order to identify school-wide and/or individual group needs and instructional practices that can be integrated to include strategies that extend higher-order thinking in order to increase rigor of classroom instruction for all students which will result in a 5% increase in students meeting proficiency levels on the ELA and Math state exams. Collaborative teacher team work will be tracked by school administrators through each collaborative teacher team’s documentation binder.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014 School Principal will work with the schools’ programmer to schedule and School Programmer Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Learning opportunities every Monday along with a professional development plan. <b>(SOP 3.4)</b></p>	<p>Teachers</p>	<p>During the 2014-2015 school-year, the principal will work with the school’s programmer to embed Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program and will work with the Professional Learning Plan Committee to provide teachers with professional learning</p>	<p>School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan.</p>

		opportunities	
During the 2014-2015 school-year, the curriculum team will provide training sessions on modeling teacher team practices and protocols and will implement the use of the Word Generation program. <b>(SOP 3.3; 3.4)</b>	Teachers	During the 2014-2015 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generation program.	Curriculum team will provide training sessions on modeling teacher team practices and protocols and will implement the use of the Word Generation program.
On a quarterly basis, the principal and curriculum team will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers.	Teachers	During the 2013-2014 school-year, the principal and curriculum team will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers.	Principal and curriculum team will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department and findings will also be shared with teachers and analyzed by teacher teams.
During the 2014-2015 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times. <b>(SOP 3.3)</b>	Teachers	During the 2014-2015 school year, school	Curriculum departments, teacher teams, coaches and

		leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times.	Assistant Principals will develop rigorous units of study via the teacher team and common planning time.
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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. Common planning periods will be embedded into the school day schedule.
2. Word Generation will be used across disciplines to promote interdisciplinary instruction and teaming.
3. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
4. Monday professional development sessions will be scheduled to support enhancing teacher practices from *Teach Like a Champion*.
5. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.
6. Cabinet meeting times will be scheduled every Tuesday to evaluate calendar of collaborative practices.

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

**Targets:**

- Every week, school principal and school programmer will evaluate Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as evaluate professional developments every Monday along with assessing the Professional Development plans.
- Every week, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generation program.
- Every quarter, the principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment as well as collect and assess teacher team data by grade, subject and departments.
- Every month, the principal and administrative team will establish teaming opportunities after-school and the curriculum team will provide strategies from *Teach Like a Champion* to enhance teacher practice and will share out best practices.
- Curriculum departments, teacher teams, coaches and Assistant Principals will develop rigorous units of study via

the teacher team and common planning time monthly.

- Principal and Assistant Principal will Implement a quarterly calendar of meetings to address and inform collaborative practices

**Timeline:**

- During the 2014-2015 school-year, the principal and programmer will provide Common Planning time, Teacher Team/Inquiry Team time, and Interdisciplinary Team times within the school program and will develop a professional learning plan with their Professional Learning Committee to provide teachers with a variety of professional development opportunities every Monday.
- During the 2014-2015 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generations program.
- During the 2014-2015 school-year, the principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment to assess teacher team data by grade, subject and departments.
- During the 2014-2015 school year, the principal and administrative team and curriculum team will establish opportunities after-school to work on strategies from *Teach Like a Champion* in order to enhance teacher practice and to share out best practices.
- During the 2014-2015 school year, rigorous units of study will be developed by curriculum departments, coaches, and Assistant Principals during the teacher team meetings and common planning time.
- During the 2014-2015 school year, the principal and Assistant Principal will implement a quarterly calendar of meetings to address and inform collaborative practices.

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

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

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

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

### Part 1 – Needs Assessment

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

- 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.	E
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.	E
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.

Based on the J.I.T. from the 2010-2011 school year, the report stated the following: “A recently revised code of conduct for the school is not strictly and consistently enforced. Not all teachers follow the code of conduct, for example, the introduction of a rule to walk on the right side of the hallways is not modeled by the teachers, and therefore students do not follow the code either”.

**Strengths:** Under the school’s new administration, beginning in August 2011, Principal Suspensions decreased by 75% while Superintendent’s suspensions decreased by 50% over the last three school years (2012, 2013, 2014). In addition, data from the Learning Environment demonstrate that JHS is meeting the target percentage, 85.7%, with regard to school culture. Furthermore, JHS 144 has made extensive partnerships with Lincoln Center for the Arts, Sports and Arts, MSQI and “Write Here, Write Now” (Theatre Based Grant) as well as Project Boost through Senator Klein’s office.

**Needs Improvement:** JHS 144’s operational team, Special Education Department as well as the School Based Support team will be monitoring and assessing Special Education students’ suspension data. In addition, the three constituencies will be partnering with the school Guidance department placing emphasis on social and emotional interventions promoting personal /academic behaviors, peer interactions, press toward academic achievement and classroom personalism.

### Part 2 – Annual Goal

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

By June 2015, school leaders will work to improve the school’s learning environment by implementing Positive Behavioral Interventions and Supports (PBIS), student centers, and various student activities in all grades to decrease the number of principal and superintendent suspensions for students with a disability by 10%, as evidenced through OORS data reports and Google Drive reports.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2015, school leaders will update school-wide discipline policy and will collect and analyze administrative data to identify racial and ethnic disproportionality rates. <b>(SOP 5.2; 5.5)</b></p>	<p>Special Education Students</p>	<p>During the 2014-2015 school year, School Principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data on disproportionality.</p>	<p>School Principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data on disproportionality.</p>
<p>In August 2014, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual <b>(SOP 5.2)</b></p>	<p>Special Education Students</p>	<p>During the 2014-2015 school year, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual.</p>	<p>School leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual.</p>
<p>In September 2014, school leaders including the principal, Assistant Principals, and Deans will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors. <b>(SOP 5.2; 5.3; 5.4; 5.5)</b></p>	<p>Special Education Students</p>	<p>During the 2014-2015 school year, school leaders including the</p>	<p>school leaders including the principal, Assistant</p>

		principal, Assistant Principals, and Deans will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.	Principals, and Deans will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.
In September 2014, the Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey. <b>(SOP 5.2, 5.5)</b>	Special Education Students	During the 2014-2015 school year, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.	Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.

**Part 4 – Resources Needed**

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

Google Drive, Google Chrome, excerpts from *Teach Like A Champion* as well as material from the Peer Instructional Coaches emphasizing Domain 2 from the Danielson Framework. Teacher Incentive Fund Allocations. Peer Instructional Coaches, Demonstration Teachers, PBIS team.

1. Advisory periods
2. Dean/Advisory meetings
3. Assembly periods
4. Response to Intervention Team meetings
5. OORS meetings, once a week with Deans and Assistant Principals
6. Cabinet meetings with Assistant Principals and Deans on a weekly basis
7. After-school meetings with Deans with regard to anti-bullying program partnership with Lee Hirsch
8. Weekly cabinet meetings with Assistant Principals to evaluate and assign roles to the Deans
9. Quarterly after-school meetings with Phys. Ed. Teacher to plan and implement student incentive carnival
10. After-noon/lunch time recreation time via the use of the student recreation room and student fitness center
11. After-school meetings with guidance counselors to implement and evaluate guidance interventions

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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.

**Benchmarks:**

1. On a monthly basis, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will evaluate school-wide discipline policy as well as look at data on disproportionality.
2. On a yearly basis, the principal will evaluate partnership with Office of Safety and Youth Development as well as evaluate strategies from the Pre-Referral Intervention Manual and *Teach Like a Champion*.
3. On a monthly basis, School Principal, Assistant Principals, SBST, Guidance and Deans will evaluate guidance interventions as well as evaluate monthly assemblies that addressed student behaviors.
4. Assistant Principal, SBST, Guidance and the Deans will do a mid-year evaluation of the Behavioral Response data from Google Drive.
5. Principal and Deans will evaluate and monitor OORS reporting reports and Google Drive for incidents and suspensions monthly.
6. Principal will evaluate the realignment of the roles and responsibilities of the Deans position on a yearly basis.
7. On a quarterly basis, all staff and faculty will evaluate the excellent conduct in all classes through the school wide incentive carnivals.
8. On a weekly basis, the Phys. Ed. teacher will evaluate the implementation of the Student Recreational Center and Student Fitness Center.
9. Principal, Assistant Principals and Guidance Counselors will evaluate Guidance After-School Programs on a yearly basis.

**Timeline:**

7. During the 2014-2015 school year, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data on disproportionality.
8. During the 2014-2015 school year, the principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual and *Teach Like a Champion*.
9. During the 2014-2015 school year, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will align guidance interventions and will conduct monthly assemblies to address student behaviors.
10. During the 2014-2015 school year, Assistant Principal and Deans Coordinator will develop an online tracking tool using Google Chrome.
11. During the 2014-2015 school year, the principal and Deans will track OORS reports and Google Drive for incidents and suspensions.
12. During the 2014-2015 school year, the principal will realign the roles and responsibilities of the Deans.
13. Throughout the 2014-2015 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive carnivals.
14. Throughout the 2014-2015 school year, Phys. Ed. teacher will implement the Student Recreational Center and Student Fitness Center.
15. Throughout the 2014-2015 school year, the principal, Assistant Principals and Guidance Counselors will create and implement the Guidance After-School Program.

**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 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.	HE
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	HE

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

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

Based on the 2012-2013 Quality Review, The school expends considerable efforts in encouraging teacher risk-taking and emphasizing modeling as a non-negotiable for all lessons. Teachers, tapping into student interests and age-appropriate issues such as whether New York City school busses are an appropriate place for marketing junk food, censorship, the death penalty, dating violence, and military recruitment on school campuses, assure that students have a connection and interest in new learning. To ensure that all students are actively engaged, the use of technology including iPads, modeling and student led discussion are routine practices within classrooms. Planning documents for instruction include tiered and scaffolded questioning to assure that all students are met at their level, including students with disabilities and English Language learners. Professional development opportunities build awareness of the importance of high levels of rigor in both planning and implementation of tasks. However, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking (Proficient Rated).

**Strengths:** In previous years, teachers often were unable to attend all of their preferred in-house PD sessions due to schedule conflicts. Now, with dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program. Principal Kabinoff has noticed improvements in teacher performance over time, as measured by observation ratings and data supports this noticing.

Michelangelo Junior High School’s tailored approach to PD has also had a profound effect on school culture. By

instituting quarterly conferences for discussions of professional growth, Principal Kabinoff has encouraged a school culture that empowers teachers to approach administrators on a more regular basis. Additionally, because teachers receive personalized support based on their actual observation data, they have become much more tuned into “on the fly” development opportunities and have been more easily able to look beyond the evaluative aspects of *Advance* and focus on the development opportunities the system presents. As they prepare for school year 2014-15, Principal Kabinoff and his team have started looking at the data from their 2013-2014 Measures of Teaching Practice and Measures of Student Learning to inform designing what their PD menu may look like in the upcoming school year.

**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.

Throughout the 2014-2015 school year, school leaders will provide professional development opportunities to all instructional teachers targeting improved classroom strategies and lesson planning aligned to Danielson in order to enable teachers to incorporate critical thinking and discussion opportunities within their daily lesson planning. Teacher participation in professional development will be tracked through attendance documentation and the 144 Online Observation Tracking Tool and demonstrate and result in a 5% increase of teachers that move their overall rating from Developing to Effective.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In September 2014, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction (<b>SOP 4.2</b>)</p>	<p>APs, Coaches, Department Chairs, Teachers</p>	<p>On a monthly basis, School Principal and Programmer will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>	<p>School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>

<p>During the 2014-2015 school year, Principal and Assistant Principals will provide targeted intervention through a variety of professional learning and academic intervention opportunities including Tier 2 and Tier 3 interventions, emphasis on Reciprocal Reading, and establishing protocols/norms for teacher teams to support improved student achievement. <b>(SOP 4.2; 4.5)</b></p>	<p>APs, Coaches, Department Chairs, Teachers</p>	<p>On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.</p>	<p>Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.</p>
<p>Throughout the 2014-2015 school year, teachers and coaches will collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to Webb’s Depth of Knowledge (DOK), the Cognitive Rigor Matrix, and the Danielson Framework. <b>(SOP 4.3)</b></p>	<p>APs, coaches, department chairs, teachers</p>	<p>On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).</p>	<p>Teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).</p>
<p>Teachers, Assistant Principals, and coaches will collaborate to analyze quantitative and qualitative student data, quarterly and weekly, and will adjust lessons and unit maps based on their data findings. Coaches and members of the curriculum team will also provide professional development on questioning, lesson planning, and other instructional practices with an emphasis on the teaching strategies outlined in <i>Teach Like a Champion</i>. <b>(SOP 4.3;</b></p>	<p>APs, coaches, department chairs, teachers</p>	<p>On a quarterly basis and during weekly teacher team meetings, teachers, A.P.’s and Coaches will</p>	<p>Teachers, A.P.’s and Coaches will look at student (data analysis; quantitatively and qualitatively)</p>

4.5)		evaluate at how teachers look student work(data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will evaluate professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in "Teach Like a Champion".	to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in "Teach Like a Champion"
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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. Teach Like a Champion text and workbook, Peer Instructional Coaches, Demonstration Teachers, Monday Professional Learning time slots, Common Planning Periods, Assistant Principals, Danielson Framework, Generation Ready Consultants, MSQI coaching. Common Planning Periods
2. Teacher Team Periods
3. Monday professional development sessions
4. After-School professional development sessions
5. Differentiated professional development tool
6. Professional Periods for Intra-visitations
7. Weekly cabinet meetings
8. After-school meetings with Network/Cluster personnel
9. Curriculum team will conduct classroom visits to assess progress of instructional practices throughout the school

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

- Targets: On a monthly basis, School Principal and Programmer will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction
- On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.
- On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
- On a quarterly basis and during weekly teacher team meetings, school leaders and teacher coaches will evaluate how teachers use and analyze student work/data (quantitative and qualitative data) to adjust lesson plans and unit maps. Coaches and the school's curriculum team will evaluate professional development on questioning, lesson planning, and other instructional practices with emphasis on the skills addressed in *Teach Like a Champion*
- On a weekly basis, school leaders and programmer will evaluate time/schedule to conduct intra-visitations
- On a monthly basis, the school leaders and programmer will schedule inter-visitations with other schools to share best practices and to provide professional learning opportunities for teachers on practical strategies for working with ELLs and Students with Disabilities
- On a monthly basis, administration will evaluate the use of Teachscape and ARIS Learn to conduct frequent observations and classroom walkthroughs based on the Danielson Framework.
- On a monthly basis, Principal will evaluate the partnership with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.
- On a weekly basis, school curriculum team will evaluate the 'Aim' and Question walks while evaluating the progress through the Aim tracking tool and monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation tracking tool

Timeline:

5. During the 2014-2015 school year,, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction
6. During the 2014-2015 school-year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
7. Throughout the 2014-2015 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
8. During the 2014-2015 school year, on a quarterly basis and during weekly teacher team meetings, teachers, APs and Instructional Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team 'will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in *Teach Like a Champion*.
9. During the 2014-2015 school year, the principal, school's programmer and Assistant Principals will provide time/schedule to conduct intra-visitations.
10. During the 2014-2015 school year, principal, school's programmer and Assistant Principals will provide time/schedule to conduct inter-visitations with other schools to share best practices and provide professional development on practical strategies for ELLs and students with disabilities.
11. During the 2014-2015 school year, administration will make use of Advance and ARIS Learn to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on the Danielson Framework.
12. During the 2014-2015 school year, the school leader will partner with the Cluster/Network and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, and Common Core Task planning.
13. During the 2014-2015 school year, school curriculum team will conduct 'Aim and Question Walks' while monitoring progress through the school's tracking tool and will monitor teacher progress through the use of Teachscape, ADVANCE and ARIS Learn as well as the 144 Observation Tracking Tool.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

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

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

Based on the 2013 Quality Review, it stated the following: The school has developed an Observation Tracking Tool (OTT) that enables teachers and administrators an extremely flexible platform to provide feedback to all teachers on any selected elements from the *Framework for Teaching* as well as any progress or challenges that remain as staff implement other school initiatives. The OTT captures both quantitative and qualitative evidence of progress for each teacher on a range of school initiatives and includes recommendations for future success. For example, teacher’s developing pedagogy in areas as specialized as “How do we effectively express our ideas in a writer’s notebook?”, and “How do we evaluate and interpret how the events in a story affect the characters in the story?” are evaluated on a rubric and tracked for growth over time. Additionally, school initiatives such as implementation of Socratic Seminar and the ability to integrate peer assessment into classroom lessons along with specific elements of the research-based common teaching framework are also accurately captured and result in effective feedback on practice and student work. The data harvested from the OTT drives the school’s professional development plan. Since all administrators can input observation data at multiple points over time, teacher profiles therefore consider data from these multiple perspectives ensuring that informed decisions regarding professional development, teacher teaming and peer mentoring lead to improved student performance.

**Strengths:** School Administration looked at observation data from the previous year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth. He saw that, overall, the teaching staff could use additional support in implementing three specific Danielson *Framework for Teaching*

components: 2d: Managing Student Behavior, 3b: Using Questioning and Discussion Techniques, and 3c: Engaging Students in Learning. Further examining the data, he also was able to identify teachers who demonstrated consistently strong practice in one or more of those components, and realized he could engage those teachers by asking them to consider leading PD sessions that capitalized on their strengths.

Since arriving at this school, the principal put into effect two new instructional coaches and worked strategically with the assistant principals to develop a “Curriculum Committee” that informs and directs the work with teacher teams and one-to-one teacher coaching. The principal and the leadership team have created a comprehensive data system that brings together several data sources as well as new assessments including Fountas and Pinnell, mastery tasks and CCLS-aligned portfolio tasks that are used to inform this committee. In doing so, the principal has developed a well-coordinated and strategic organizational structure that uses school-wide data to inform teacher teams and classroom practices. As a result, students data is tracked carefully and student work is collected and studied for instructional and assessment purposes.

Since September of 2011, the administrative team has purposely designed teacher programs to allow time for teacher team meetings and common planning time within the school day. They have also built in structures to allow extra professional time on Wednesday afternoons. Professional assignments were modified this year to allow teachers even more meaningful time to meet and plan together at least twice a week. As a result, teachers have been able to regularly look at teacher and student work in order to improve tasks and instruction to ensure all students are actively engaged in cognitively demanding academic tasks.

### **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.

By June 2015, school leaders will allocate funds to purchase and integrate hardware, software, books and instructional intervention programs as well as align professional learning opportunities to support teacher pedagogy and ensure all staff and students are provided with up-to-date resources that motivate scholars to learn and prepare them for high school readiness. Achievement of goal will be evidenced through the increased amount of software and hardware used for instructional purposes throughout the school, as observed by school leaders through classroom visits and observations as well as result in 30% of the teachers improving in one HEDI rating in the Danielson Framework.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. 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). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In September 2014, the principal will align budgetary sources to purchase hardware: SmartBoards, iPads, iMacs, Mac books. In September 2013, Principal will align budgetary sources to purchase software: BrainPop, i-Ready Math/ELA, Rosetta Stone, and MYon Reader.	Whole School	Monthly budget meetings will take place with budget personnel to implement	Principal

		the hardware plan of action.	
During the 2014-2015 school year, the principal will align budgetary sources to create Book Clubs, Regents Prep program, Specialized High-School test prep, after-school classes, and Saturday and morning programs with funding for per-session for supervisors and teachers.	Whole School	Beginning September 2014, the school will make budgetary moves necessary to support the afterschool programs	Principal
In September 2014, the principal will align budgetary sources to implement professional learning opportunities.	Teaching Staff	Monthly budget meetings will take place with budget personnel to implement PL opportunities	Principal
On a quarterly basis the administration will host feedback sessions to evaluate status of programs and resources.	Whole School	Monthly budget meetings will take place	Principal

**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"> <li>Budget meetings will take place with budget personnel to implement the hardware plan of action.</li> <li>Budget meetings will take place with budget personnel to implement the software plan of action.</li> <li>Budget meetings will take place with budget personnel and Assistant Principals to implement the various after-school programs.</li> <li>Budget meetings will take place with budget personnel to implement Professional Learning Opportunities to support teacher pedagogy.</li> <li>Principal, Assistant Principals and coaches will meet on monthly basis to assess impact of the afterschool programs as well as software/hardware/library resources.</li> <li>Principal and Assistant Principals will sit in on teacher teams to assess the teachers’ practices with regard to analyzing data.</li> </ol>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

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

1. By the end of the 2013-2014, all classrooms will have SmartBoards, iPads, iMacs, Mac books.
2. By the end of the 2013-2014, all staff will have access to BrainPop, i-Ready Math/ELA, Rosetta-Stone, MYon Reader.
3. By the end of the 2013-2014, all students will have been offered opportunities Book Clubs, Regents Prep program, Specialized High-School test prep, After-school classes, and Saturday and morning programs.
4. By the end of the 2013-2014, all staff and students will have access to new guided reading libraries and classroom libraries.
5. By the end of each quarter, administration will evaluate the impact of all the programs and resources.
6. By the end of each quarter, administration will evaluate the impact of the teacher team initiatives as well as the Professional Learning opportunities.
7. During each teacher’s quarterly conference the teachers will provide feedback as to which professional learning opportunities were most useful and which professional learning opportunities they would like to receive during the next quarter. This feedback will support the Professional Learning Committee’s professional development plan and will involve teachers.

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

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

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

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

### Part 1 – Needs Assessment

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

- 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.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	HE
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	HE

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

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

**Strengths:**

Based on the 2013 Quality Review, it stated the following: An enhanced version of TeacherEase, an electronic on-line reporting system, permits students and families real-time progress report data without any gap or lag. Emails inform parents of student progress and when the most current marking period data will be available. This means the data displayed reflects current status of all student work, homework assignments, attendance as well as interim and summative performance results. A phone APP linked to the Triad of Communication ensures that parents remain in an effective communications link with the school. This triad includes the school website, along with the on-line grade book (TeacherEase), and a teacher read-only website that collectively, deliver information based on grades, assignments, events, plans, student conduct and next learning steps, While most families have internet access at home, the Parent Coordinator maintains a fail-safe bank of computers available in her office for any families who may need to log on at school. The school artfully uses all these systems to promote parent nights and high school readiness. In addition, many students are encouraged to take matriculated courses that enable them to take college credits in their junior and senior years of high school thus making even more explicit the connections to high expectations for college and career readiness.

### 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.

Throughout the 2014-2015 school year, school leaders will promote the continued use of the online grade-book (TeacherEase) and the school's automated messenger system (School Messenger) to ensure that information about students and the school reaches parents. School leaders will conduct monthly checks to ensure teachers update TeacherEase so that parents have current academic information. School administrators will also ensure that parents continue to receive important school information through the School Messenger system as well as result in a 15% increase in students who pass their core courses.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>16. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>17. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>18. Strategies to increase parent involvement and engagement</li> <li>19. Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Throughout the 2013-2014 school year, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program. <b>(SOP 6.5)</b></p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.</p>	<p>Principal and various staff members will conduct staff trainings on the use of Teacherease.com and wikispaces.com and provide literature and letters to parents explaining the rationale behind the program.</p>
<p>Throughout the 2013-2014 school year, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator. <b>(SOP 6.2; 6.3)</b></p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct parent</p>	<p>School Principal and various staff members will conduct parent</p>

		training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator	training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
On a quarterly basis, the school's administrators will monitor the use of TeacherEase and School Messenger. <b>(SOP 6.5)</b>	Teachers, parents, students	On a quarterly basis, school administrators will monitor the use of TeacherEase and School Messenger.	Administration will monitor the use of TeacherEase and School Messenger.
Throughout the 2013-2014 school-year, the principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program. <b>(SOP 6.3)</b>	Teachers, parents, students	On a monthly basis, the principal will coordinate with Homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to provide parent technology nights to promote an online communication program.	Principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program

**Part 4 – Resources Needed**

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

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

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

**Targets:**

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

**Timeline:**

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

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

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

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

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	State exam data, DRP data, report card information, teacher referral, department referral	Wilson Intervention Program, Just Words, i-Ready, Achieve 3000, AIS, Word Generations, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
<b>Mathematics</b>	State exam data, DRP data, report card information, teacher referral, department referral	i-Ready, Triumphs, AIS	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
<b>Science</b>	State exam data, DRP data, report card information, teacher referral, department referral	Regents Preparatory Academy, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
<b>Social Studies</b>	State exam data, DRP data, report card information, teacher referral, department referral	Regents Preparatory Academy, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, lunch time, after-school, Saturday school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	SBST referral, Teacher referral, Dean referral, parent request, AP referral, Principal referral, agency referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs, PPC team, PPT (Attendance team), At risk counseling (Counselors and or SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization,	Small group, one-to-one, tutoring	Lunch time, regular school day, after-school.

		triage as needed, referrals, and wellness consultations		
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## 11X144 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	4	# Drama	8
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate		90.1%	
% Free Lunch	67.0%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.1%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		67.0%	
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	2.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		7.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 11X144 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	4	# Drama	8
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate		90.1%	
% Free Lunch	67.0%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.1%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		67.0%	
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	2.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		7.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 11X144 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	4	# Drama
				8
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	68.7%	% Attendance Rate	90.1%	
% Free Lunch	67.0%	% Reduced Lunch	1.4%	
% Limited English Proficient	9.1%	% Students with Disabilities	23.7%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.7%	% Black or African American	67.0%	
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander	3.4%	
% White	2.7%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	3	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	18.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	9.32	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4	7.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	38.8%	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	100.0%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District	X	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	NO	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			

## 11X144 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	4	# Drama	8
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate		90.1%	
% Free Lunch	67.0%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.1%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		67.0%	
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	2.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		7.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 11X144 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	4	# Drama	8
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate		90.1%	
% Free Lunch	67.0%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.1%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		67.0%	
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	2.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		7.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 11X144 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	4	# Drama	8
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate		90.1%	
% Free Lunch	67.0%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.1%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		67.0%	
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	2.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		7.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## 11X144 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	560	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	34	# SETSS	5	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	4	# Drama	8
# Foreign Language	9	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate		90.1%	
% Free Lunch	67.0%	% Reduced Lunch		1.4%	
% Limited English Proficient	9.1%	% Students with Disabilities		23.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American		67.0%	
% Hispanic or Latino	26.2%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	2.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.2%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.32	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.9%	Mathematics Performance at levels 3 & 4		7.5%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		38.8%	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		100.0%	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		NO	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

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

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

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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.).

N/A

**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.

Default on Measures of Student Learning. MOSL committee selected to select Default Measures of Student Learning. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and the Achievement Coach.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	N/A		

Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	122,940	X	12,16,21,26,30
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	11,200	X	12,21,26
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	3,500,000	X	12,16,21,26,30

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

*(Required for All Title I Schools)*

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

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

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

---

### Parent Involvement Policy (PIP) 11x144

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. **Michelangelo Junior High School 144**, 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. **Michelangelo Junior High School 144** 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;

**Michelangelo Junior High School 144's** Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and

enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Michelangelo Junior High School 144** will further encourage school-level parental involvement by:

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

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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) 11x144**

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: JHS 144 Michelangelo	DBN: 11x144
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 46
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELA and Math Afterschool Program

For the ELLs who are tested after one year of English schooling and all ELLs, we have instituted an ELL Academy. This program builds upon the strength of the school day content area study and language development and Math skills in a small group setting. The ELL Academy will service students in grades 6-8 with both a Math Certified Teacher and an ESL certified teacher. There will be one group of 15. The teachers that will service this group is a certified ESL teacher and a certified math teacher. The program will take place from December 15, 2015 to March 15, 2014 for 12 weeks from 2:05-5:05 on Tuesday, Wednesdays, Thursdays for 3 hours each session. The ESL/Math teachers will differentiate instruction and work with academic language development. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and is paid from other funding sources. Students will be able to work with a literacy program to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. Students will be prepared for the ELA and Math state assessments.

The NYSESLAT Academy will service students in grades 6-8. There will be two groups of 10-15 students per group. The teacher that will service this group is a certified ESL teacher. The program will take place 3 days a week from March 15th through May 20th for 12 weeks from 2:05 to 4:05 for 2 hour each session. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and will be paid from other funding sources. Students will be able to work with literacy programs to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. This program will focus on preparing the students for the NYSESLAT Assessment. A content area math teacher will teach a Title III program, he will be co-teaching and co-planning with a ESL certified teacher. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers. The teacher will use NYSCCLS: Mathematical Practices. Students will be grouped based on baseline exam of common core aligned mathematics questions, as well as proficiency. The instructional focus of the program is that the students will be able to achieve the following based on mathematical practices. NYSCCLS: Mathematical Practices

## Part B: Direct Instruction Supplemental Program Information

MP.1: Make sense of problems and persevere in solving them.

MP.2: Reason abstractly and quantitatively.

MP.3: Construct viable arguments and critique the reasoning of others.

MP.4: Model with mathematics.

MP.5: Use appropriate tools strategically.

MP.6: Attend to precision.

MP.7: Look for and make use of structure.

MP.8: Look for and express regularity in repeated reasoning.

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

- High interest, low reading level Libraries and Guided reading libraries
- Content area Libraries
- Bilingual Dictionaries
- NYSESLAT Student books

## Part C: Professional Development

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

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

Begin description here: Teachers will participate in on-going training and professional development activities offered through our Network Support Organization, Cluster ELL Director, as well as the Professional development system offered by the Department of Education. The focus of development and training will be differentiation of instruction and the teaching of literacy through content area instruction. Throughout the 2014-15 school year, all teachers will receive a minimum of 7.5 hours of ESL based strategy training through professional development days, workshops and/or seminars. The Guided Reading Program has been introduced to teachers who instruct beginning English Language Learners. Professional Development is offered for writing IEP's for ESL/Special Education students indicating the course of instruction required.

Topic 1: Blueprint for English Language Learners Success

## Part C: Professional Development

Rationale: Teachers will be able to articulate the mission of New York State Education Department for all English Language Learners to attain the highest level of academic success.

Audience: Teachers of English Language Learners

Date: October 27, 2014

Provider: Cluster Liaison

Topic 2: Unlocking the Research on English Learners

Rationale: Teachers will be aware of what they know- and don't know-about effective instruction.

Audience: Teachers of English Language Learners

Date: November 10, 2014

Provider: Cluster Liaison

Topic 3: Specific Considerations for Teachers of English Language Learners

Rationale: To provide teachers and school leaders with a common language to describe and discuss effective teaching in order to achieve continuous growth in teacher practice and student growth.

Date: January 26, 2014

Provider: Certified ELL teacher

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

- ELA/ESL Standards
- Math Standards
- NYSESLAT Assessment
- Differentiated Strategies for ELLs in ELA and Content Area Instruction
- Looking at ELL Data

### Part C: Professional Development

- ELL Promotional Policy

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents of English Language learners will be invited to visit the ELL Institutes. Refreshments and resource materials will be offered. The ELL institute will be offered on Tuesdays from 2:05-3:05. The ELL Institutes will focus on study habits, how to set up a place in the home for children to do homework, content support, or high school admissions process. The materials that will be distributed will relate specifically to the content of the institute and will be in appropriate languages for the parents of your ELLs. The ELL Institutes will be held 9 times during the school year - once each month. The Institutes will be conducted by Ms. Barrett (Assistant Principal responsible for ELLs), Ms. Verrino (licensed ESL teacher) and will be approximately 60 minutes long.

Topic 1: Academic Language Proficiency

Rationale: Research based opportunities for proficiency

Name of Provider: Certified ELL teacher

Audience: Parents of school community

Time frame: 5:00-6:00

Topic 2: High school admissions process

Rationale: To assist parents with the process of selecting appropriate high schools

Name of provider: Certified school counselor and Assistant Principal

Audience: Parents of school community

Time frame: 5:00-6:00

**Part D: Parental Engagement Activities**

Topic 3: Rosetta stone

Rationale: To assist parents with learning the English language

Name of provider: Certified technology teacher, as well as certified ELL teacher

Audience: Parents of school community

Time frame: 5:00-6:00

Continue as necessary, please be sure to keep copies of sign-in sheets and agendas for each in the event of monitoring/auditing. Parents will be notified through the monthly school calendar, additional letters sent home to ELL parents and follow-up contact with parents by the ESL teacher.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

District <b>11</b>	Borough <b>Bronx</b>	School Number <b>144</b>
School Name <b>Michelangelo</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>717</b>	Total number of ELLs	<b>67</b>	ELLs as share of total student population (%)	<b>9.34%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input 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	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE							3	3	3					9
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	3	3	3	0	0	0	0	9

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	35	0	5	14	0	6	18	0	8	67

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
<b>Total</b>	<b>35</b>	<b>0</b>	<b>5</b>	<b>14</b>	<b>0</b>	<b>6</b>	<b>18</b>	<b>0</b>	<b>8</b>	<b>67</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	12	19					46
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							3	1	3					7
Haitian								1	1					2
French							2	1						3
Korean														0
Punjabi														0
Polish														0
Albanian									2					2
Other							1	2	3					6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>18</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>67</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	7	12					26
Intermediate(I)							6	5	9					20
Advanced (A)							8	6	7					21
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>18</b>	<b>28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>67</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	3			13
7	11	1			12
8	15	3			18
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	14		2						16
7	12		2						14
8	17		4						21
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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.  
The assessment tools our school uses to assess literacy skills of ELL's are DRP, WIST, TOSWR (Test of Silent Word Recognition), Fountas & Pinnell and NYC periodic and predictive assessments. Students are administered the DRP in September, January, and May. Based on the text comparison chart, teachers are informed of the reading level of the students. If the student scores are below 45, the

student is administered the WIST, TOSWR and FP. This allows administrators to schedule the student for Wilson, Just Words or Guided Reading. This allows students to be tracked by data as to their progress. These assessments assist staff in identifying the skills and strategies that students need assistance with and are used for placement in intervention programs. This information guides classroom instruction and enables teachers to differentiate instruction based on student needs. School-wide goals as set out in the CEP are also developed based on the identified needs. The CEP goals reflect the need to focus on and improve ELL achievement.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Many of our students demonstrate strong speaking skills, however, there is need for improvement in Listening, Reading and Writing is revealed through the NYSESLAT and the LAB-R. In Listening and Speaking, 8% of grade 8 students scored as proficient on the 2013 NYSESLAT, 32% were Advanced, 32% were Intermediate and 28% were Beginners. In Reading and Writing, 9% were Proficient, 17% were Advanced, 43% were Intermediate and 30% were Beginners. On the 7th grade, 7% were Proficient in LS, 43% were Advanced, 29% were Intermediate and 21% were Beginners. In RW, 0% of 7th graders were Proficient, 31% were Advanced, 38% were Intermediate and 31% were Beginners. In the 6th grade, 16% were Proficient, 26% were Advanced, 21% were Intermediate and 37% were Beginners in LS. With respect to RW, 19% were Proficient, 25% were Advanced, 25% were Intermediate and 31% were Beginners. Overall, approximately 21% of our ELLs are advanced students, 25% are Intermediate students and 54% of the students are Beginners.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Based on students scores, differentiated instruction is tailored to the particular needs of the students in the classes. The Spring 2013 NYSESLAT results are not available on the RNMR at this time.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
  - 4a. Based on the statistics outlined above, 52.2% of all ELL's have been in the NYC school system for 0-03 years, and 26.9% of students are long-term ELLs who have completed 6 years of ESL services. Most students who are eligible to take the NYS ELA exam scored at Level 1. 16 % scored at level 2.
  - 4b. School leadership and teachers are using the results of the ELL Periodic Assessments. They are targeting the learning needs of the students. The school has learned that the needs of the students vary according to their language level.
  - 4c. Periodic Assessments continue to highlight areas in need of improvement and provide ongoing information about instructional needs for individual students. Native Language assessments are not given at J.H.S. 144
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Bilingual dictionaries and glossaries are available for all language groups. The ESL teachers have a library of native language reading books, and students are encouraged to read grade appropriate books in their native languages.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

A dual language program is not offered in our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Through the examination of Mastery assessments, Quarterly exams, culminating tasks in subject areas and NYSESLAT scores, we have evaluated the success of our program. Results of the NYSESLAT and NYS Math, ELA and Science exams are used to determine whether we are meeting AYP.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The initial identification of those students who may possibly be ELL's includes administering the Home Language Identification Survey (HLIS) and the LAB-R. Parents are interviewed at the time of student registration and asked to complete the Home Language Identification Survey. Spanish speaking parents who need assistance at enrollment are assisted by bilingual staff members Ms. Lopez (guidance counselor) or Ms. Garay (attendance specialist). Ms. Barret-Kelly, a licensed pedagogue administers the HLIS and conducts the initial informal interview. Forms that need to be filled out at registration are provided in the home language as well as English. When necessary, the Translation Unit number is called for assistance with languages not spoken by the staff. Within 10 days of enrollment the LAB-R is administered to the student. Spanish-speaking students who do not demonstrate proficiency on the LAB-R are subsequently given the Spanish LAB. The LAB-R is administered by the ELL Co-ordinator, Ms. Hendry. An entitlement letter and Program selection letter is sent home after LAB-R results indicate the student is entitled to services. The NYSESLAT is given to all ELL students, during the timeframe of the New York State administration. Students who need to take the NYSESLAT are identified by the information on the RLAT ATS report. Ms. Hendry administers the Listening, Reading and Writing components of the NYSESLAT to groups of students - one group per grade level. She administers the Speaking component to individual students during the testing timeframe. The results of the NYSESLAT are used to evaluate the ongoing needs of the students.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free Standing ESL) a parent orientation meeting is held, and the parent is supplied with the appropriate information. Ms. Hendry and Ms. Barrett explain the three types of programs and answer parent questions. A native Spanish-speaking pedagogue provides translation services for Spanish-speaking parents. If translation services for other languages are needed, the Office of Translation Services is contacted to provide assistance. The Parent Coordinator, follows-up with parents to insure that the Program Selection letter is returned and parent choices can be honored. Copies of the Program Selection letter are maintained in files by the Pupil Personnel Secretary and in the ELL compliance binder. An ELL Parent Orientation meeting is held in October for all ELL parents. Parents or students who enroll after October are provided with an orientation by Ms. Barrett or Ms. Hendry at the time of registration. Ms. Hendry sends home entitlement letters and program selection letters based on the results of the LAB-R. Ms. Hendry follows up to make sure program selection forms are returned and the ELPC screen in ATS is updated.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The entitlement letters are distributed by Ms. Hendry, the ELL coordinator, and she collects the Parent Survey and Program Selection forms, which are then kept on file in the Compliance Binder. The common trend in program choices is that parents have requested free standing ESL.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Based on the HLIS, the initial informal interview and the LAB-R, students are placed in a pull-out ESL program (one grade level class for beginner and intermediate students and a separate class for advanced students). Bilingual pedagogues in the school assist with translation services in Spanish when necessary. Most often when parents speaking other languages have come to the school they bring an English-speaking person with them to assist with registration. If no one at the school is able to assist with translation, the translation service available through the city is called for assistance. For students who have already been receiving ESL services, continued entitlement letters are sent home at the beginning of the school year along with information about the student's NYSESLAT scores. Letters indicating the discontinuation of services are also sent home to the parents of students who have tested as Proficient on the NYSESLAT. J.H.S. 144 only offers ESL services. If a parent wants their child to participate in a bilingual or TBE programs, that parent is provided with information about schools in the area that offer those programs. Continued entitlement letters are sent home by Ms. Hendry; copies are placed in each student's file. The ELPC screen is updated by Ms. Hendry as necessary.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

NYSESLAT eligibility is determined through the RLAT and RLER ATS reports. Students are scheduled to take the Listening, Reading and Writing components in the same test band. Each student is individually scheduled to take the speaking component. The Literacy Coach assists the ESL teacher with the speaking and writing test scoring. Numerous make-up sessions are held to insure completing the testing of all students,

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
6. Since there have never been any parents who have requested a Transitional Bilingual or Dual Language program, our current free-standing ESL program is aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?  
Instruction is delivered in one organizational model. At Michelangelo we have a pull out program for all ESL students. Students are grouped according to their ability level based on the LAB-R or NYSESLAT tests. Classroom libraries are available in the students' native languages and content area resources are also available for ELL students.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in its program model. Explicit ESL instruction is delivered in to comply with mandates. Beginner and Intermediate ELL's receive instruction 360 minutes a week. Advanced students receive instruction 180 minutes a week. ELA instruction is delivered to comply with mandates. This is delivered 360 minutes a week. All students, beginners, intermediate, and advanced, receive ELA 360 minutes a week. All students, at all levels, receive Math instruction 360 minutes a week. All students, of all levels, receive 170 to 220 minutes of science

and social studies instruction. NLA instruction is not available.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students may take the NYS math and science exam in their native language if the translated version is available. Students also use bilingual dictionaries when taking any exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
All ELL students take the NYC ELL Periodic Assessment twice each year and results are reviewed to monitor progress in all modalities. Ongoing formative assessments take place in the ESL classroom.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

6d. Long-Term ELL's (those who have completed 6 years) continue with their ESL instruction based on NYSESLAT scores. Language support is provided for these students in the ESL classroom. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Content areas are interrelated. Again, vocabulary is repeated naturally as it appears in different content area studies. Students use the English 3D program targeted toward long-term ELL's.

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

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

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

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

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

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

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

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

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

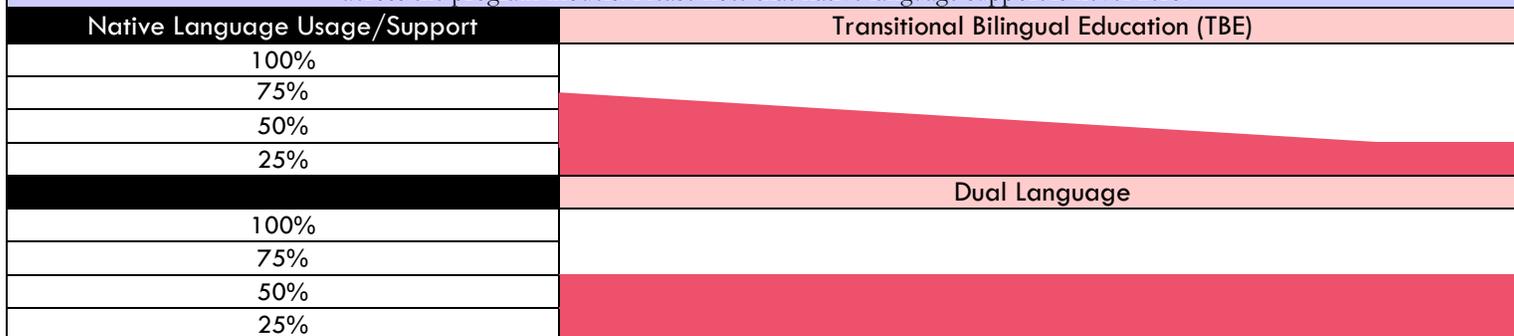
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

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

## D. Parental Involvement

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

1. Parents are invited to the Parent Welcome Nights, as well as to the transitional program meeting the summer before their child begins at Michelangelo Junior High School. Through conferences with the parents, we evaluate the needs of the parents. Our Parent Coordinator is in contact with parents to address their needs and concerns. J.H.S. 144 holds a High School Guidance night to which parents of all students including ELLs are invited. Assistance is provided to 8th graders and their parents concerning applying to high school. Translation services are available from bilingual staff members.

2. At this time we do not have any school partnerships with other agencies or Community Based Organizations.

3. Needs of the parent are evaluated through informal meetings with individual parents, Parent Surveys and feedback at Parents' Association meetings. The needs of the parents are initially assessed through informal interviews when the students are registered at Michelangelo. Parents are encouraged to attend Open School night to discuss the needs and progress of their children. The Parent Coordinator is involved in ongoing outreach to parents, planning and inviting parents to workshops that are held periodically during the school year. Depending on the needs of the parents, some of the workshops are held during the school day and others are held in the evening. Translation services are provided when necessary by staff members who are bilingual in Spanish and English. When the need arises, The Office of Translation Services for those parents who speak languages other than English.

4. Parent involvement activities provide a forum for the parents of ELL students to be a part of the school community. Parents have the opportunity to ask questions, express concerns and meet other parents in the school.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: JHS 144 Michelangelo**

**School DBN: 11X144**

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

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

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

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

DBN: 11X144 School Name: JHS 144

Cluster: 6 Network: 608

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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