



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **14K582**

School Name: **M.S. 582**

Principal: **BRIAN WALSH**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: MS582-The Upper Academy School Number (DBN): 14K582
Grades Served: 6-8
School Address: 207 Bushwick Ave., Brooklyn, N.Y., 11206
Phone Number: 718-456-8218 Fax: 718-456-8220
School Contact Person: Danielle Capuano Email Address: Dcapuan@schools.nyc.gov
Principal: Brian Walsh
UFT Chapter Leader: Carlos Garcia
Parents' Association President: Evelyn Rivera
SLT Chairperson: Nichole Cicileo
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jocelyn Avery
Student Representative(s):

District Information

District: 14 Superintendent: Mrs. Alicja Winnicki
Superintendent's Office Address: 215 Heyward St., Brooklyn, N.Y. 11206
Superintendent's Email Address: Awinnic@schools.nyc.gov
Phone Number: 718-302-7600 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: _____
Director's Office Address: 131 Livingston Street, Brooklyn, NY11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Middle School 582~The Upper Academy V

At MS 582, everyone – student, teacher, parent – is both learner and teacher. All members of the MS 582 learning community are everyday, as well as, life-long learners. Our focus is on student achievement through academics, attendance, and attitude. The most important part of any day is the learning that occurs in our classrooms. We educate our students to think critically and make what they believe in happen as productive members of a global culture.

The Upper Academy/Middle School 582

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

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

Contextual Information:

The Upper Academy @ MS582 is a PROSE Middle School located in the East Williamsburg section of Brooklyn, New York. Our 2014-2015 Quality Review was great with 3 "Well developed" ratings out of 5! As a new middle school which opened in September of 2004, we serve a population of roughly 250 students in the 6th, 7th and 8th grade. Our student population is primarily of Latino descent. We currently share a building with our partner school, Public School 196. Both schools focus on excellence for all students and share an amicable working relationship. We currently share a well kept 80 year old building. MS582 is housed on the 4th and 5th floor.

Approximately 71% of the community members are of Latino descent and approximately 27% are African American with a small percentage from Asian and European cultures. 53.4% of the student population is male and 46.6% is female. Approximately 38% of the students have Individualized Education Programs (IEP's) and receive services including Special Education Teacher Support Services (SETSS), an integrated inclusion (CTT) class on each of the three grades, and related services such as speech and language, and counseling. In addition, 9% are English Language Learners (ELL's) with Spanish as the dominant language. Roughly 98% of the student population is from low income families who are eligible for free lunch.

MS582~The Upper Academy is organized into 12 classes across the 6th, 7th, and 8th grades. There are four (4) 6th grade classes and four (4) 7th grade classes and four (4) 8th grade classes which are heterogeneously grouped. Average class size is 25 students. On each grade, there is one ICT class. On each of the three grade levels, we have a self-contained class.

We were selected by NY Cares to become a partner in their NY Cares School Success Initiative. This helped our students understand the larger world outside the classroom as they worked with volunteers from various corporations to understand science, finance, volunteerism and even built spaghetti bridges!

At the request of the Brooklyn Borough President Eric Davis, we were invited to join the Copia Learning Project. This allowed each of our 8th graders to use an iPad Mini in their classrooms and for research.

We continued our partnership with the 21st Century Grant Program which gave our students help in ELA/Math after school, while also providing our students with basketball, dance and empowerment programs like "Shades of Beauty" and "Man Up", and Karate.

The NYC Commission on Human Rights selected us to become one of the few middle schools with a student trained and run Peer Mediation Program. Our students went through a training program to become mediators.

For the 2015-2016 school year, we're adding the Mindfulness and Yoga Program through the Sonima Grant as well as having been selected to become a PROSE School. In addition, we will add Karate to our after school program through the 21st Century grant in 2015-2016. Through our Advisory Program and our focus on "Bulldog Pride" we are able to tackle subjects like bullying, and goal setting throughout the year. Also, our ten "Peer Mediators" work tirelessly to resolve disputes.

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

We have added a "Bulldog Pride" aspect to our current PBIS program. The students use a class behavior tracker that was created by them with support from the environment team. The students are able to self monitor their behavior using this jointly created rubric. This added component teaches students to display pride in their every day actions and behaviors.

In addition, MS 582 has an embedded advisory program that assists our students with their social and emotional growth. Next year, we will be adding Restorative Justice practices to the Advisory curriculum.

In an effort to fully embrace the Chancellor's Framework for Great schools and build heavily upon the trust component we have improved our Advisory Program. For the 2015-2016 school year, the advisory program's goal will be to establish a trusting relationship between students and teachers that ensure a child's growth in the areas of respect, honesty and integrity. The advisor will serve as a mentor who builds trust by creating a risk-free learning environment and providing support for individual students. The teacher will show this support by assisting with academics, personal growth and teaching the student how to learn to use strategies that can be used to handle conflicts that occur in their lives. The student will form a relationship with their advisor that would allow them to talk to the teacher about issues they may have, therefore lowering the rate of conflicts in the building.

The vision of the advisory program is that each student at MS 582 has at least one adult that knows him/her well and the student feels that the teacher is someone to be trusted.

Each advisor will be given a binder set up as follows: students, parent contact log, anecdotal, attendance, and lessons. By having the advisor as the primary contact with parents, it allows parents one specific person who is an advocate for the child and can update and inform parents of how the child is getting along and progressing at school.

14K582 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	242	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	15	# SETSS	N/A	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.8%	% Attendance Rate			89.9%
% Free Lunch	76.8%	% Reduced Lunch			1.1%
% Limited English Proficient	9.2%	% Students with Disabilities			38.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.5%	% Black or African American			26.8%
% Hispanic or Latino	70.2%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	1.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			4.65
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.2%	Mathematics Performance at levels 3 & 4			6.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			17.3%
Student Performance for High Schools (2013-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			36.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	HE
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>3.2 The administration and staff fully support the implementation of quality rigorous and differentiated curricula aligned to the Common Core Learning Standards (CCLS) across content areas guided by the instructional shifts. Based on the needs assessment and last year’s goals of deepening the instructional work that focused on reading and writing and in an effort to improve student achievement, we developed 2015-2016 goals. These goals center on the instructional core across all classrooms.</p> <p>We believe that students learn best when the classroom is student centered and students take responsibility for their education. Students learn best when they are engaged in rigorous hands on activities and partner/group collaborations and discussion. Learning occurs when instruction accommodates student needs through differentiated tasks and/or tiered learning tasks. Additionally, we supplement our instructional program with the Teachers College Writing Program, Story Studio for our ELL’s, and the LEAP program for our SWD’s.</p> <p>Our classroom practices are aligned with our school beliefs and are informed by the Citywide Instructional Expectations, the Chancellor’s Capacity Framework, the Danielson Framework for Teaching and the Instructional Shifts Across all content areas the instructional shifts are implemented into each unit of the curriculum. The impact of this work to date can be seen in student portfolios that contain PBA tasks, writing pieces, assessments, student notebooks, displayed student work and lesson plans. Our instructional focus is to continue develop our students’ critical thinking skills with a</p>		

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

3.3 Curriculum maps are developed and revised as needed based on student needs and progress. Another goal related to instructional core for 2015-2016 is to develop appropriate scaffolds and DOK questions and techniques that will ensure access, support and extension for all learners, including SWD's & ELL's to the rigorous common core aligned curricula.

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

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

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

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

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

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

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the ELA teacher team will collaboratively develop rigorous CC aligned units of study and performance tasks in writing to improve instruction as measured by the development of 5 units of study.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>ELA staff will attend Columbia University for TC Calendar days focusing on writing units of study. Teachers will receive Professional Learning sessions on the implementation of TC Writing curriculum. Teachers will develop engaging lessons and provide targeted small</p>	<p>ELA staff and students</p>	<p>Sept 2015-June 2016</p>	<p>Principal, Assistant Principals, teachers</p>

group instruction daily during writing workshop based on the needs of their students. Groups will be flexible and modified as students progress .			
Teachers will develop engaging lessons and provide targeted small group instruction daily during writing workshop based on the needs of their students, including all subgroups. Small group instruction will target ENL students, special needs students and other subgroups based on baseline and benchmark writing tasks. Groups will be flexible and modified as students progress .	ELA staff and students	Sept 2015-June 2016	Principal, Assistant Principals, teachers
Professional learning community meetings on Mondays to provide staff with Pd on RTI, MyON, and Data Analysis. programs	All Staff	Sept 2015-June 2016	Principal, Assistant Principals, teachers
Parent workshops on MyON Reading program and how to support your child to complete assignments at home. Progress reports given to parents quarterly indicating lexile level and comprehension progress	All Staff	Sept 2015-June 2016	Principal, Assistant Principals, teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
ELA Teachers , ELA Instructional Supervisor, Afterschool Program, Teacher Per Session, Supervisor per session, Teachers College mini courses, Teachers College books, NYSTYL, CCLS lesson plans, Danielson Framework for teaching and learning, Advance , Chancellor’s Four Pillars, CCLS lesson plans, analysis of assessment data from MyON Program, Common baseline and benchmark assessments.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

MS582 ELA teachers and ELA Supervisor will complete 5 TC Writing Units of study by January 2016. We will administer baseline assessments in September, then review results on benchmark assessments in November, January, March, and May , progress reports, Goal sheets, and PD plan agendas to monitor school progress.

Teachers will monitor student progress through writing baseline and benchmark assessments, unit assessments, and MOSLs taken in September 2015, November 2015 and February 2016 and May 2016 .

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>5.2</p> <p>The advisory Program’s goal is to establish a trusting relationship between students and teachers that ensure a child’s growth in the areas of respect, honesty and integrity. The advisor serves as a mentor who builds trust by creating a risk-free learning environment and providing support for individual students. The teacher shows this support by assisting with academics, personal growth and teaching the student how to learn to use strategies that can be used to handle conflicts that occur in their lives. The student forms a relationship with their advisor that would allow them to talk to the teacher about issues they may have, therefore lowering the rate of conflicts in the building Advisory curriculum has a different topic each month a specific topic is discussed as well as goal-setting embedded within lesson plans that allow the students to take ownership of their learning in order to accelerate student’s progress.</p> <p>Additionally, administration and the PBIS team consisting of 4 teachers and 1 administrator will implement school-wide positive behaviors and supports. As well as , The Bulldog Pride Initiative that including the three pillars of respect, gratitude, and reflection. All staff and students are invited to participate in all PBIS incentives, including trips, assemblies, and monthly award ceremonies, field trips and assemblies. All staff and students will have opportunities to “giveback” to the community by participating in various charitable collections such as feeding the poor, breast cancer awareness and NY Cares.</p>		

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

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

5.5

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

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

All students with disabilities have IEP’s that target learning objectives for their social, emotional and academic needs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in the Advisory program curriculum so that each student is known well by at least one staff member thus creating relationships between students and teachers that are built on trust. This will be measured by regularly examining the PBIS Dashboard, student surveys, suspension rates, student led conferences and the overall tone of the school environment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Advisory curriculum built into student’s schedule 2x per week. The Advisory program builds a relationship of trust between staff and students. In addition , our Student Council helps build student relationships with eachother , as well as promote student voice in a safe environment and our Peer Mediation Program works to improve student relationships ,resolve conflicts , mediate</p>	<p>All Staff and students</p>	<p>Sept.2015-June 2016</p>	<p>Principal, Assistant Principals,Teachers, Student Council, Peer Mediators</p>

and improve students' perception of one another.			
CCLS Advisory lesson plans reflect the instructional shifts and include differentiation and multiple entry points for students. Restorative Justice practices include accountable talk and evidence based discussions, and arguments/debates. All staff use data content trackers to monitor and evaluate student progress towards social and emotional learning goals. Individual student needs are targeted and that data is used to inform planning for future lessons.	All Staff	Sept. 2015-June 2016	Principal, Assistant Principals, Teachers, including support staff
Workshops for parents to understand the Advisory curriculum and how to support their child's social and emotional development.	All Staff	Sept. 2015-June 2016	Principal, Assistant Principals, Teachers, SLT, PTA
Parents attending Awards Assemblies that include awards for peer mediation, exhibiting social and emotional growth, positive decision making skills, volunteerism, charity work, and good character	All Stakeholders	Sept. 2015-June 2016	Principal, Assistant Principals, Teachers, including support staff ,SLT, PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assistant Principals, Advisors, Advisory curriculum, scheduling of Advisory periods, Peer Mediators , Advisory CCLS lesson plans, Student led conferences, Peer Mediations, Awards Assemblies, Teacher per session, Supervisor per session.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

All teachers know and have a trusting relationship with at least one student, peer interactions are positive and supportive, minimal conflicts between students, positive school tone , reduced suspension rate. Benchmarks are set to review progress in December, February, March and May. Student mid winter performance of skits showcasing Advisory topics. Student culminating projects on display after each unit

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	HE
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>4.4. Our instructional focus is to improve the quality of instruction and impact student achievement through the use of daily, ongoing assessment that is used to purposefully plan differentiated groups that target students' individual needs. Teachers will view assessment through an inquiry lens , in order to adjust instructional practices that will ensure engaging, rigorous and coherent curricula that is accessible to a variety of learners and aligned to the CCLS. Teachers in all content areas create common core PBA tasks for every unit. Teachers utilize a variety of formative assessments . Instructional strategies such as jigsaw, fishbowl, literature circles, reciprocal teaching, front end and back end scaffolding graphic organizers and differentiated learning tasks are used to promote multiple points of entry, support and extension.</p> <p>Our school community has developed a shared understanding of effective instruction by conducting professional development for teachers on Danielson’s Framework for Teaching in September, which was led by the administration. The principal and assistant principals conducted IPC’s which centered around Danielson’s rubric, where the teachers discussed their strengths and weakness related to Danielson’s Framework. This work continues through weekly team meetings and Monday PLC meetings which focus on teacher practice and student work. The administration also conducts observations and offers feedback to teachers on their observations, lesson plans, student work, classroom environment and culture, and student notebooks. We also believe in classroom inter-visitation by staff to observe other staff members followed by discussion. The impact of this work to date can be seen in the rigor of the curricula across all classrooms. It can also be seen during students working in purposeful groups on critical thinking tasks. In order to monitor student progress, benchmarks are set for December February and June.</p>		

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

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

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

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our teachers will use assessment daily in every lesson to inform their planning , promote student achievement and build teacher capacity around a Growth Mindset as evidenced by lesson plans that include purposeful grouping and Danielson observations focused on indicators 1a, 1b, and 3d.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers working in teams will create and revise CCLS lessons that focus on close reading, vocabulary, and instructional strategies such as jigsaw, fishbowls, literature circles and other reciprocal teaching strategies in all subjects with DOK questioning and accountable talk, and student led discussions. All lessons will include common formative and summative assessments such as exit slips, differentiated learning activities based on the DOK wheel and conferring practices used to track</p>	<p>All students</p>	<p>Sept.2015-June 2016</p>	<p>Principal, Assistant Principals, Lead teachers, teachers</p>

student progress and inform future planning			
The strategies we will use for all students, including ELL's, SWD's, and other subgroups are reading leveled texts, accountable talk prompts, evidenced based discussions and differentiated grouping, and tasks with front end and back end scaffolds in all content areas including our college and career readiness program and advisory	All Students	Sept.2015-June 2016	Principal, Assistant Principals, Lead teachers, teachers
The school orchestrates events such as Fall Festivals, Ice cream socials, holiday celebrations, workshops and , Awards Assemblies whereby creating opportunities to engage families in learning , fostering their participation in social gatherings, and offering them feedback on their children's progress .	All Stakeholders	Sept.2015-June 2016	Principal, Assistant Principal , Environment Team
Teachers provide parents with quarterly progress reports, emails and positive phone calls. A Parent room for meetings, workshops and celebrations. Parent outreach and workshops will be conducted every Tuesday afternoon on topics chosen by parents. .	All Stakeholders	Sept.2015-June 2016	Principal, Assistant Principals, Teachers, Student Council

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal, Assistant Principals, Lead Teacher, Danielson Framework, Advance , CCLS Lesson plans, best practices, student performance results, Progress reports, teacher per session, supervisor per session, Inquiry team meetings .											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Advance Teacher observation results showing improvement on indicators 1a,1b &3d. Teacher teams functioning effectively on a weekly basis, learning walks, teacher lesson plans , student led conferences, student portfolios , benchmark results indicating progress, print rich environments, formative feedback given on student work displayed and in notebooks and portfolios. Mid-point checkpoints scheduled for November, January, March and May.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>Our coaching walkthroughs and observations focus primarily on the following overarching themes:</p> <ul style="list-style-type: none"> . The Learning Environment . Visible student supports . Visible, positive expectations for behavior and task . Evidence of student work . Visible teaching points, essential questions, agendas . Teacher Responsibilities & Expectations . Establishing a culture for learning . Effective communication with students . Lesson pace & effective use of space . Student Response(s) as a result of Teacher Planning and Delivery . Students intellectually engaged in content . Student ownership of material and tasks . Ongoing Assessment . Clearly established criteria for success . Proximity & variety . Student Tasks and Work Samples . Management of groups and routines 		

. Fostering independence & ownership

. Cognitive complexity

From this, overall and specific areas of strength and concern is revealed and our coaching efforts support these needs.

Learning Environment

The structures and routines that have been established outside of the classrooms (hallway protocols, strategically placed and proficient security and support staff, etc.) present a strong foundation from which teachers and students benefit and it is apparent that the expectations for learning are high. The investment from the administration to the success of the teachers is clear and consistent with best practice. The students and teachers display a mutual respect with the administration as a result of their visibility and involvement in the school's daily functions.

Glows:

The learning environments were both visually and instructionally engaging. The seating arrangements were appropriate to the type of instruction and related tasks. Each room presented a safe and structure learning environment. The teachers were clear in their instructional goals and 80% of the rooms had all instructional supports (agendas, teaching points, etc.) posted and visible for the whole lesson.

Grows:

Although the rooms were visually "active" and represented a lot of care and effort, they need more "studentcenteredness."involved with the formation of procedures, routines, or posted supports.

We have identified Targets for Improvement

- crafting assessments (on going and formative) which connect to the rigor of the learning target
- using instructional strategies and appropriate routines to make rigorous content accessible to all students (multiple entry points)
- writing instruction across all content areas
- math instruction
- teacher purposeful planning for various groups of students
- formative assessment practices in all lessons daily
- Backwards Planning for curriculum mapping
- crafting lesson activities that promote student to student discourse
- Improved student class interaction leading to improved student outcomes; ie classwork, test, and grades

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of Math teachers will engage in weekly collaborative team meetings to align assessments to curricula, analyze assessments and adjust instruction to improve student outcomes as measured by a 5% increase of levels 3's and 4's on the 2016 NYS Math assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Our curricula units of study are common core aligned and focus on higher order thinking skills through questioning and discussion. Our instructional strategies provide multiple entry points to engage learners. Our student data content tracker sheet is a tool used by teachers during conferring in order to document student strengths and weaknesses and inform future planning of instruction. CCLS lessons focus on DOK questioning</p>	<p>All Staff and students</p>	<p>Sept 2015- June 2016</p>	<p>Principal , Assistant Principals, Teachers</p>

and accountable talk, and student led math discussions. All lessons include formative assessments such as exit slips, differentiated learning activities based on the DOK wheel and conferring practices used to track student progress and inform future planning.			
Teachers will create math lesson plans that are common core aligned and incorporate the instructional shifts. Teacher lessons will include and differentiation. All CCLS lesson plans will include appropriate scaffolds and multiple entry points for ENL and special needs students.	All Staff and students	Sept 2015- June 2016	Principal , Assistant Principals, Teachers
Parent workshops will be conducted to teach parents about the CCLS in Math and provide strategies so that parents can support their children as they learn how to write well.	Parents and students	Sept 2015- June 2016	Principal , Assistant Principals, Math Lead Teacher, Math Teachers, ESL Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>Math Units of study, BrooklynNorth Professional Development Calendar days for teachers and administration, Math teachers, Assistant Principal, Principal, Math Lead teacher , Afterschool teacher per session, supervisor per session. .Data/Inquiry/Assessment Team will be paid per session and meet 8 times during the year. Saturday Academy (20 Saturdays/3 hours each) taught by approximately 6 teachers, funded through Achieve Now Grant.</p> <p>After School Program for Instruction (2 days a week, 2.5 hrs per day; for 39 weeks) taught by approximately 8 teachers, funded through 21st Century Grant</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher lesson plans ,Math units of study, curriculum maps, teacher observations , student class work, PBA's, assessments indicating student growth, improvement in Math Writing pieces and Portfolio pieces after each unit. Baseline and benchmark assessments and Math Inquiry work will be reviewed in November, January, March and May.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>MS582 recognizes the importance of parental involvement. This has been an area that is in need of improvement. We usually have very few attendees at PTA meetings and this year , one of our goals is to encourage parents to be involved in their child's education and attend school functions.</p> <p>MS582 is the proud recipient of the 21st Century Grant program which includes an ELA and Math remedial program, a Man-Up and Shades of Beauty self-esteem building component, a Hip-hop Dance component, Karate, and a basketball program that began in September 2015 and will run until June 2016 every Monday through Friday from 2:20-5:00pm. In addition, the 21st Century Grant includes a component for Parent Workshops on the Common Core, the Instructional Shifts, and the NYS Assessments. We are hoping to get many parents to participate in these informative workshops. We are also offering parents an ESL class on Saturdays to learn English. In addition, we are part of the School Success Initiative to provide a Saturday GED program for parents and an arts program for students featuring Drama (acting/theater). Additionally, NYCares in cooperation with Ernst and Young, provide 3 annual full day lessons through “Young Achievers” to all of our students with a focus on College and Career Readiness through finance and Logos’ and parents are invited to participate as well.</p> <ul style="list-style-type: none"> MS582 under the guidance of the Environment Committee has implemented a Positive Behavioral Intervention System (Bulldog Pride) that focuses on a culture of high expectations, positive reinforcement and a positive building tone to promote appropriate behavior that is supported by our advisory program. There are monthly activities where all members of the 582 community are invited to celebrate positive behavior, and academic achievements including honor roll assemblies, class work and homework and preparedness for class. Parents are 		

invited to all school functions through messenger phone system, and backpacked letters home in their native language.

MS 582 focuses on high expectations for students in all academic areas. To celebrate these achievements we host awards assemblies focusing on academic success, including attendance and honor roll so that parents can celebrate their child's academic achievements and to create and encourage a communal environment. Hallway displays and bulletin boards reflect the importance of academic achievement and include effective feedback from teachers

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will have a 5% increase in parent involvement activities as evidenced by attendance sheets and agendas for parent workshops and PTA meetings. In an effort to build strong family and community ties , we will utilize our newly created Parent room for celebrations, conduct karate tournaments and awards assemblies to showcase student achievements, host open houses, and implement “ bring your parent to school day “.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Workshops for parents to understand the curriculum. Progress reports to inform parents of their child’s progress or areas of need for improvement, Saturday GED classes, CITE parent workshops. We will conduct parent orientations, host karate tournaments and events such as “bring your child to school day”.</p>	<p>All staff</p>	<p>Sept 2015-June 2016</p>	<p>Teachers, Principal , Assistant Principals</p>
<p>Monthly family engagement activities such as ice cream socials, international food day, fall festival, winter</p>	<p>All Parents</p>	<p>Sept 2015-June 2016</p>	<p>Teachers, Principal , Assistant Principals</p>

wishes, academic celebrations such as honor roll assemblies, designated parent resource room			
Tuesday Parent Engagement meetings, emails, phone calls, newsletters, calendars. We have also created a Parent Room on the 5th floor to host meetings with parents and workshops, as well as celebrations of student achievement.	All staff	Sept 2015-June 2016	Teachers, Principal , Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers,PTA, SLT, Administration, students, 21 st century grant karate program, Brooklyn Ballers program, Dance and Shades of Beauty Program , Parent workshops ,parent room on the 5th floor.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Increase in number of parents attending PTA Meetings and all other school functions. Parent room being used for meetings as evidenced by parent log book . Tuesday PD time allotted for parent engagement activities and meetings as evidenced by parent log book. Increase in number of parents attending monthly school wide celebrations and 21 st century program quarterly events as evidenced by attendance log. We will review benchmark mid-points in November, January, March and May.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	NYS ELA test scores from prior year, MOSL AND Performance Series results, Teacher Referral, below grade level Lexile	Skill Based lessons Reciprocal Teaching Literature Circles TC Writing cycle Peer assessment	Small Group One –to-one tutoring Peer Mediation	During school day Lunch time Afterschool
Mathematics	NYS MATH test scores from prior year, MOSL AND Performance Series results, teacher referral	Real World Problem Solving Skill Based lessons Reciprocal Teaching Literature Circles Math Writing cycle Peer assessment	Small Group One –to-one tutoring Peer Mediation	During school day Lunch time Afterschool Program
Science	MOSL AND Performance Series results, teacher referral	Skill Based lessons Reciprocal Teaching Literature Circles TC Argument Writing cycle Peer assessment	Small Group One –to-one tutoring Peer Mediation	During school day Lunch time Afterschool Program
Social Studies	MOSL AND Performance Series results, teacher referral	Skill Based lessons Reciprocal Teaching Literature Circles	Small Group One –to-one tutoring Peer Mediation	During school day Lunch time Afterschool program

		TC Argument Writing cycle Peer assessment		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher referral, parent request, Admin request	Suicide Prevention Bullying Prevention Respect For All Initiative Workshops Peer Mediation	Small Group One –to-one tutoring Peer Mediation	During school day Lunch time Afterschool Program

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment To recruit teachers, 14K582 engages in the following:</p> <ul style="list-style-type: none"> • New teacher fairs • Hiring fairs • Word of mouth recommendations • A thorough interview process <p>Retention To support teacher retention, 14K582 engages teachers in the following:</p> <ul style="list-style-type: none"> • High Quality PD including CFN lab sites and coaching cycles • Emphasis on their continued professional learning and development through teacher effectiveness/ Danielson Framework for Teaching • Distributive decision-making that encourages staff to take on more leadership responsibilities, such as teams and lead teacher positions. <p>Assignments Teachers are assigned within their license areas, Each April, teachers complete a preference sheet and identify grade and, if applicable ICT partner choice. Additionally, teachers meet one on one with administration to discuss assignment in relation to teacher goals, strengths and needs.</p> <p>Support</p> <ul style="list-style-type: none"> • Grade & Team/Department meetings • Mentoring • Teacher Effectiveness DFT • Lab-Sites • Coaching support by administration, lead teachers and other teacher colleagues.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Monday afternoon Professional Learning Community meeting sessions are planned based on prior year's teacher ratings in each domain, feedback given to teachers in observation reports and student achievement data. The Professional Development Plan is developed as a working draft before the school year begins. Revisions are made to the plan as needed throughout the year based on targeted teacher need and teacher surveys , as well as student

outcomes on PBA'S, baseline assessments, benchmark assessments, lesson plans, observations, TIP plans, and targeted goals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program

contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	270,003.00	x	
Title I School Improvement 1003(a)	Federal	\$106,148.00	x	
Title I Priority and Focus School Improvement Funds	Federal	\$56,729.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,634,547.00	x	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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:** To 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 an 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 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **MS582-The Upper Academy**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **MS582-The Upper Academy** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

MS582-The Upper Academy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 00	Borough Brooklyn	School Number 582
School Name The Upper Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal B. Walsh	Assistant Principal D. Capuano
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor E. Unger
Teacher/Subject Area M. Buono/Special Education	Parent Evelyn Lopez
Teacher/Subject Area A.Gjikola / Special Education	Parent Coordinator B. Rodriguez
Related-Service Provider Grieco-Speech	Borough Field Support Center Staff Member type here
Superintendent Winnicki	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	242	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	6
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	8		8	3			9			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE							0							0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							8	12	8					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							2	3	2					0
Emerging (Low Intermediate)	0								2					0
Transitioning (High Intermediate)							0							0
Expanding (Advanced)							7	6	4					0
Commanding (Proficient)							2							0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total									1					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	1			0
7	7	1			0
8	5				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	5								0
7	8								0
8	4		1						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use the Pearson periodic assessment series for ELL students. The assessment is administered twice per year. Baseline and benchmark results are analyzed in October and February in order to plan for instruction based on Item Skills Analysis. We use a variety of assessment tools to assess the early literacy skills of our ELL's including Fountas and Pinnel and running records. This data provides us with insights relevant to how much literacy a student has achieved. This information is then used to target areas of deficiency for that student. Next, steps are planned based on the data yielded from these assessment tools. Areas of weakness are addressed through targeted strategy lesson based on the data, as well as through use of technology and learning centers. After reviewing the results of the Fountas and Pinnel, it is determined what targeted and focused early literacy instruction would be valuable for our ELL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across all grades 6-8 are as follows: Students taking the NYSITELL fall in the Beginner/Entering Level. The data also reveals that regardless of proficiency level our ENL students have the most difficulty with reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Patterns revealed through the results of the NYSESLAT affects and guides our instructional decisions. We use the data to drive instruction by determining which areas need targeting and to address student deficiencies. These results and information from the AMAO help determine modalities that need more intensive focus, as well as which student-s may be assisted with a given modality deficiency through our targeted small group interventions. The data reveals that, as one would expect, the reading/writing modalities are the most difficult for our ENL students to achieve proficiency in, and thus are given a more intensive focus.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Student results and patterns across proficiencies and grades indicate that students greatest needs across grade levels, are in the reading and writing modalities. As previously indicated, we align our instruction based on the data, to address these needs. To address native language deficiencies, on site, the ENL bilingual teacher Ms. Tejada provides targeted instruction to support the native language, and to facilitate and strengthen English language acquisition. Research shows that strong native language literacy promotes the development of second language literacy.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

For ELLs who score below specified levels of performance on the annual English language proficiency assessment, the school determines additional support services to provide the student, taking into consideration the evidence such as the following: numbers of years of instruction in ESL, English and home language literacy, content area and socio-emotional support for SIFE students, English and home language literacy need of long term ELLs, results of the NYSESLAT, ESL teacher recommendation, content area teacher recommendation, parent or guardian request, sample of student work in English and if possible in the home language, bilingual educational evaluation, if the student has or is suspected of having a disability. These support services are aligned to any other intervention services already being provided to all students.

6. How do you make sure that a student's new language development is considered in instructional decisions?

A student's second language development is taken into consideration for all of our ENL students. Thus, we use scaffolded instruction, visual aids to increase understanding, bilingual academic glossaries, cognate glossaries, classroom buddies to assist our ENL's and a variety of available technological supports and leveled texts.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our Program for ELL's in a variety of ways. We do ongoing assessment and monitoring of content area understanding and progress in the classroom. Additionally, a valuable indicator of the success of our program is to analyze how long it takes for ELL's to go from one level to the upper one and how long it takes for our ELL's to test out of ESL and into fully monolingual English settings.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

1. For newly enrolled ENL's we follow the NYS LEP identification process.

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

*Our ESL certified teacher, then reviews the HLIS in order to identify if the home language is other than English. If the home language is English the student is not LEP and therefore is not entitled to ENL services. If the home language is a language other than English a more in-depth interview with the student is administered, a review of his/her school work (if available) is done in order to determine NYSITELL eligibility.

*During the initial assessment stage the ENL teacher administers the NYSITELL within the first ten days of admission.

*The Spanish Lab is administered to those Spanish speaking students who fail the NYSITELL.

*The NYSITELL is hand scored and answer documents are scanned into ATS via the attendance scanner within 10 days of enrollment. If a student scores as Proficient on the NYSITELL the student is not LEP and he or she is not entitled to ENL services. If the student scores at the Beginner/Entering, Low Intermediate/Emerging, Intermediate/Transitioning, Advanced/Expanding the student is LEP and will enter the program placement stage. Based on these scores, those students found to be entitled to bilingual services, are placed in an appropriate program congruent with parent choice. The ENL teacher has long term experience and knowledge of the requirements for conducting these assessments including the administration of the NYSITELL. All ENL's are given interim NYSESLAT assessments throughout the year whose data is used to guide instruction culminating with the administration of the

NYSESLAT in the spring.

1b. Our certified licensed ESL Teacher, is responsible for conducting both the initial screening as well as administering the HLIS, the NYSITELL, and the Spanish LAB. The TESOL certified teacher is multilingual, speaks also Spanish, which is helpful when appropriately informing parents during the intake process at our school, the vast majority of whom are themselves Spanish speaking.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE students are ELLs who, have attended schools in the US for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States. These students are determined SIFE at the time of the completion of the HLIS when the parent is asked to indicate prior schooling and if they are newly identified ELLs, in grades 3-9 and at the beginner/entering or low intermediate/emerging level of proficiency as indicated by the NYSITELL results. The oral interview questionnaire is administered to these students. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, Spanish the Literacy Evaluation for Newcomer Sife (LENS) is administered. This initial SIFE determination is done within 30 days of initial enrollment, this determination can be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transiting level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. The Language Proficiency Team will determine if students entering the school with an IEP have language acquisition needs and if they should take the NYSITELL. The IEP Team and the LPT will honor IEPs coming from other NY state schools only, they won't be rewritten. If student comes from a different state, a new IEP will be written. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities receive the required level of ELL services. The school's Language Proficiency Team is formed by the certified:

AP Danielle Capuano, TESOL Certified Teacher- Ms. Tejada, Ms. House-Spanish Teacher, the student's parent or guardian, and the Parent Coordinator -B. Rodriguez.

ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted by the School's Administrator's Manual for the test). ELL status is not the determinant factor for special education eligibility.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement letters are sent home by the TESOL teacher -Ms. Tejada with ELLs in their home language within five school days after the NYSITELL is scanned and score is determined. This teacher keeps a roster to ensure all letters are received, signed and returned and are kept on a file. If student does not bring the letter signed, she does parent outreach either by sending a second letter or calling their home.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A student who has undergone the ELL identification process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. Parents and guardians are informed by the TESOL teacher, that if they believe the student has been misidentified as an ELL or non-ELL to request in writing to the principal (within 45 days of enrollment only) that the ELL Identification Process be administered a second time. In case the student has been misidentified as an ELL, first the LPT Team will review the HLIS, the student's work in English and in the home language, will consult with the parent or guardian, and will conduct and review the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English. Next, the LPT Team will consult with the Committee on Special Education if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Then, the school principal, based on the recommendation of the LPT and CSE teams will determine whether to change the ELL status or not. The parents or guardians will be notified of this decision in their preferred language. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the status, the relevant documents and recommendation are sent to the superintendent (or designee) for final decision. Finally, the school and parents or guardians will be notified of the decision. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified and all documents will be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are informed about the Parent Orientation Meeting by a letter and a telephone call in their native language. At the Parent Orientation Meeting the TESOL Teacher will interpret in Spanish, French, Italian if needed. At the meeting parents watch a video in their home language that explains the three programs offered in the NYC Public schools: ESL, Dual language and Transitional

Bilingual Education. After viewing the Parent Connection Video the parents complete the Program Selection Form/Parent survey (in their home language) and select one of the three programs that are offered to them. The TESOL teacher answers any questions and clarify the forms. In October several Parent Orientation Meetings are held. If the parents cannot attend any of the scheduled meetings, a telephone call is made in their home language to invite them to an individual conference. Throughout the year additional meetings are held for newly admitted ELLs.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If they have not done so after a reasonable period of time has elapsed from their receipt of the form. We note the dates that these letters are sent out on a class rosters, and keep copies of them on a file. Returned Parent Surveys and Program Selection forms are then placed in the students cumulative records, and the ESL teacher keeps a copy of these in a file available in her classroom. A tracking log is kept to ensure that all forms are returned . We log calls made, and other outreach for non returned forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement Parent notification letters are sent home with ELLs in their home language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

A copy of the HLIS is kept in the student's cumulative file, a copy is kept with Ell records as well as a copy of all correspondence sent to the student's home including Parent Survey, Program Selection, entitlement and non entitlement letters, continuous entitlement letters.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

To ensure that continued entitlement and transitional support parent notification letters are distributed, the ESL teacher sends the letters with the students and requests that they bring them back signed by the parent or guardian. Then, they are kept with the ESL records. The ESL teacher keeps a tracking log of the returned letters. If after a reasonable time, they are not returned Ms. Tejada will telephone the homes of the missing ones.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parents are choosing overwhelmingly the Free Standing ENL Program. In the last four years (length of the TESOL teacher at this school) and for this past year , 100% chose the Free Standing ENL Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Students are grouped according to their level of English acquisition. The Entering(Beginning) students are given 2 units of study per week or 360 minutes or 8 periods. 1 unit of study or 4 periods is ENL and the additional unit is Integrated ENL/ELA. The Emerging students (Low Intermediate) are given 2 units of study per week or 360 minutes or 8 periods. They receive 1 unit or 4 periods in ENL, 1 unit of study or 4 periods of Integrated ENL/ELA .The Transitioning (Intermediate) are given 1 unit of study per week or 180 minutes or 4 periods from which 2 periods or .5 units of study are Integrated ENL/ELA and 2 periods or.5 unit of study are ENL. The Expanding (Advanced) are given 1 unit of study per week or 180 minutes or 4 periods. All 4 periods are in other Content Area. The Commanding (Proficient) continue to receive Integrated ENL in other content area services for an additional two years. The STAND ALONE ENL services are provided by our K-12 Certified TESOL Teacher, the ENL/ELA Integrated services are taught by the TESOL certified teacher and a K-6 certified elementary school teacher or a 7-8 certified content area teacher (ELA, Math, Science or Social Studies). Students provided with ENL services are grouped heterogeneously and travel to the ENL classroom, for students receiving Integrated services-ENL/ELA or other content areas- the ENL teacher will travel to their class.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students are grouped according to their level of English acquisition. The Entering(Beginning) students are given 2 units of study per week or 360 minutes or 8 periods. 1 unit of study or 4 periods is ENL and the additional unit is Integrated ENL/ELA. The Emerging students (Low Intermediate) are given 2 units of study per week or 360 minutes or 8 periods. They receive 1 unit or 4 periods in ENL, 1 unit of study or 4 periods of Integrated ENL/ELA .The Transitioning (Intermediate) are given 1 unit of study per week or 180 minutes or 4 periods from which 2 periods or .5 units of study are Integrated ENL/ELA and 2 periods or.5 unit of study are ENL. The Expanding (Advanced) are given 1 unit of study per week or 180 minutes or 4 periods. All 4 periods are in other Content Area. The Commanding (Proficient) continue to receive Integrated ENL in Content area services and support (extra time in tests) for an additional two years.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

We ensure that all of our Ell students are appropriately evaluated in all four modalities of English acquisition throughout the year by a variety of means. We administer a diagnostic assessment in September as our baseline and benchmark assessments in November, February, May and June. In addition, students are assessed weekly in each of the four modalities, one per week. Additionally, we informally assess our students proficiency en each modality through class assignments and homework, as well as one on one teacher-student conferences.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term

- e. Former ELLs up to two years after exiting ELL status
- a. Our instructional plan for SIFE students includes intensive and focused instruction before, during and after school to address the specific needs of each student. Students are provided with native language libraries and materials to enhance literacy skills in their first language and assist to acquire English language skills. Students are taught phonemic awareness and phonics, develop fluency as well as basic literacy skills. These students receive small group instruction with appropriate scaffolds and differentiated instruction.
 - b. In addition to all of the above newcomers are put into an After School Program where extra time is dedicated to making content and testing strategies understandable.
 - c. Additionally, we analyze the data from all of the test these students receive and attempt to determine the limiting factor impeding their passing the NYSESLAT and target these areas for intensive instruction.
 - e. Former ELLs are provided additional support in the classroom, and are provided small group instruction to prepare them for the standardized exams.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent or guardian, and/or student), the principal reviews the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualified staff member in the school, the parent or guardian and the student. Based on this recommendation, if the principal believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student and may reverse the determination within this same 6- to 12 month period. If the principal's decision is to reverse the ELL status, he consults with the superintendent or his/ her designee. Final decision notification is then sent in writing to the parent/guardian, and/or student in the parent's preferred language within 10 school calendar days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Our teachers of ELL and SWD students use a variety of instructional strategies and grade level materials in order to make academic content comprehensible and accessible. They include some of the following: We use differentiated instructional strategies including Tiered Questioning, CALLA, TPR and Natural Approach as well as other when appropriate. IEP's are reviewed to ensure that all mandates are received. The ELL teacher articulates with SBST and the school psychologist. Delivery of services is tracked through SIS reports. We have specific small group targeted instruction that addresses different learning styles. When appropriate, we use visual as well as auditory and technological assists. Our grade level materials include the Heinle Dictionary and Workbook, bilingual libraries and dictionaries, Rosetta Stone, Access Newcomers, Access Building Literacy through Learning, Language, Literacy and Vocabulary among others. Finally, we use a variety of strategies to meet the diverse needs of our ELLs and SWD students. Our AIS providers use multiple entry points including manipulatives, a variety of instructional strategies for content access and extensive vocabulary instruction. Our units of study are aligned with the Common Core Standards. Thus, we attempt to focus on the Universal Design for Learning. When there is material that is not adequately comprehended and synthesized, as reflected by test data and teacher assessments, students are given extended day intensive instruction.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- We use a variety of pedagogical methods to address the diverse learning styles of our ELL-SWDs. After reviewing their IEPs we determine how best to achieve the goals outlined by planning and collaborating with the Special Education Teachers. As a result, we are able to achieve flexibility in scheduling and determine the best instructional approach and materials to be used with an individual student within the least restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

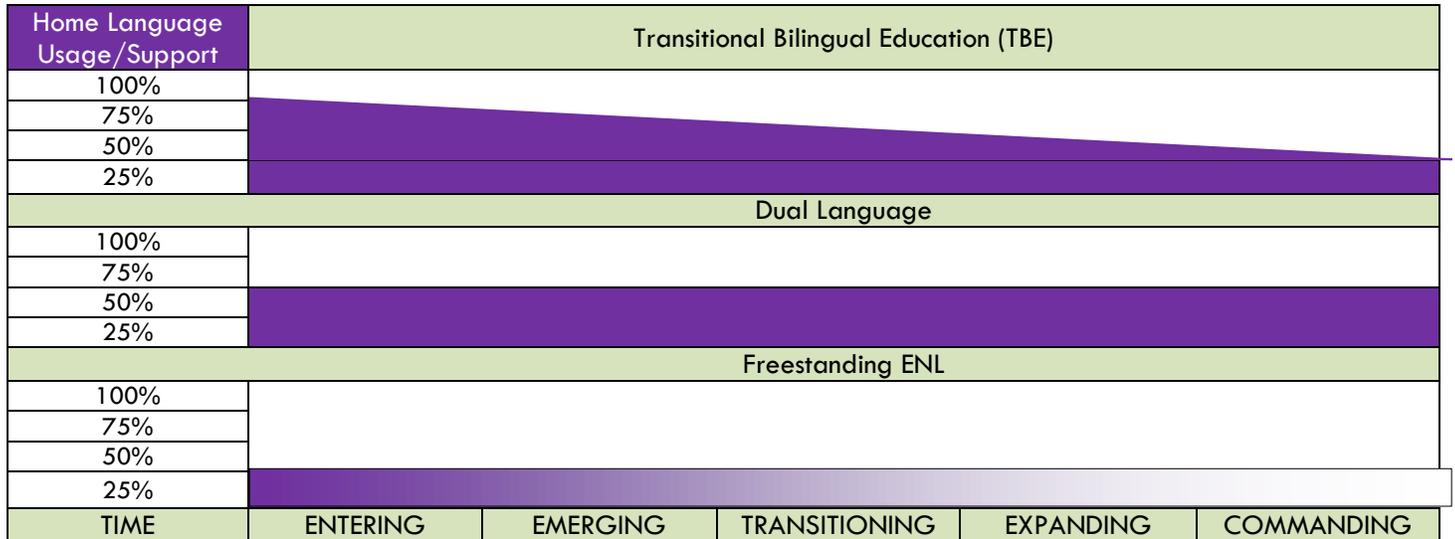


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



subgroups targeted). 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. In addition to the NYSESLAT, we have found a need for intensive targeted focus in reading and writing. As a result, we have instituted a variety of targeted individual learning plans using Item Skill Analysis

ers, and long term ELL's are assigned to the program that best addresses their needs. and language development.

Using a variety of second language teaching strategies and interventions, we able to effectively convey academic content and concurrently foster literacy. Through the use of academic glossaries, and a focused use of data, we have sustained a high percentage of students achieving their AYP on the state ELA and Math exams, as well as per

targeted intervention programs described above.

ered to ELLs in your building.

parents attention regarding available programs are bilingual. Additionally, our Parent Coordinator reaches out to the community and makes them aware of

language materials; list ELL subgroups if necessary.

acy and Vocabulary, Rosetta Language Program, a variety of bilingual books and dictionaries, Reader's Theater for fluency and comprehension, Heinle Pic

onaries, academic glossaries available for their use both at school and home.

vels.

ment correspond to their ages and grade levels. The required support services and resources are age and grade appropriate.

activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinat

to come in during the year are similarly provided for. In addition, they are assigned and English Language buddy to help ease the transition to a new langua

nal day (percentage) EPs and ELLs are integrated.

the same time (simultaneous)?

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 Math and ELA teachers are sent to network cluster training on ELL instruction and then turnkey to all staff members at a weekly PD Monday staff meeting. MS 582 – Instructional Focus
 Our instructional focus is to improve the quality of instruction and impact student achievement through the use of daily, ongoing assessment that is used to purposefully plan differentiated groups that target student’s individual needs. Teachers will view assessment through an inquiry lens, in order to adjust instructional practices that will ensure engaging rigorous and coherent curricula that is accessible to a variety of learners and aligned to the CCLS.

2015-2016 MS 582 PD Plan*

* Professional Development Sessions are Subject to Change as this is a Living Document

Important Dates

April 5-7 – ELA Assessment (8th Grade) April 13-15 – Math Assessment June 1 – Science Written (8th Grade) May 25- June 3 – Science Performance

Cycle 1 – Launching the School Year

Sept. 2015 Reviewing of Handbook Principal Brian Walsh All Staff Staff will gain an understanding of the Handbook created for the intention of supporting staff in all aspects of the MS 582 community.

October / November 2015 Teaching Reading in the Common Core Classroom Asst. Principal Capuano All Staff Staff will gain an understanding of how to teach reading using the Balanced Literacy Approach.
 November 2015 Using Assessment to drive instruction Capuano All Staff will learn how to use data to inform their planning and drive instruction

December/ January 2015-16 Teachers College Overview ELA Curriculum Danielle Capuano Staff will gain an understanding of the Teachers College Writing curriculum, instructional strategies and multiple entry points for ELL'S, AND SPECIAL NEEDS STUDENTS.

February/ March 2016 Preparing for the NYS Assesments Administration /Lead Teacher All staff will gain an understanding of how best to prepare students for upcoming standardized tests.

April/ May 2016 Breaking the Barriers- Cultural Competence 21st Century All Staff This workshop will introduce the concept of cultural competence while challenging participants to recognize its impact on teaching and student performance This session will explore the significance of cultural competence in adhering to the mandates of education initiatives like the Common Core State Standards and the Charlotte Danielson Framework for Teaching. Participants will examine a conceptual framework for cultural competence, current research and engage in small group discussions.

June 2016 --June Planning revising curriculum maps and Backwards Planning for September .

- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The ESL teacher attends Professional Development organized by the DOE. Additionally, the ESL teacher receives professional development on lesson design, differentiation, and strategies for ESL students to gain entry into the learning, formative and summative assessment , and using data to drive your instruction.

- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 To assist Ells as they transition from middle school to high school, key personnel from the designated school come to speak to our students regarding shool policy, curriculum and extra curricular activities. In addition, they are given a tour of the school building , as well as brochures, and an open house for students and their parents. Guidance Counselor meets with ESL teacher to discuss ELL Students and counselor meets with individual students to support students in the transition to middle school from elementary.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

School provides professional development to all teachers and administrators, 15% of it specifically addresses the needs of English Language Learners and is dedicated to language acquisition, which includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. For bilingual and ENL teachers, a minimum of 50% of their required Professional Development is dedicated to language acquisition in alignment with core content area of instruction, which includes a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the initial parent orientations, parent-teacher conferences, the parent coordinator works with the multilingual ESL teacher to discuss the parent's language or mode of communication to discuss the goals of the program, their child's language development progress, assessment results, and their child's language development needs in all content areas.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

ELL Parent involvement at MS 582 includes parent workshops and community events held monthly for our entire school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We are Partners with NYCARESm tge CITE Program, the Hip HOp for Life CBO Learning Leaders program, Story Studio through the Urban CBO provides workshops and/or activities for ELL students and their parents.

5. How do you evaluate the needs of the parents?

MS 582 evaluates the needs of the parents through surveys and parent outreach via our bilingual Parent Coordinator.

6. How do your parental involvement activities address the needs of the parents?

The CITE program offers 11 parent workshops with topics that are chosen by the parents through our parent surveys.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>MS 582</u>		School DBN: <u>14K582</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
BWalsh	Principal		6/17/15
D Capuano	Assistant Principal		6/17/15
B Rodriguez	Parent Coordinator		6/17/15
M Tejada	ENL/Bilingual Teacher		6/17/15
Evelyn Rivera	Parent		1/1/15
M Buono/ Special Education	Teacher/Subject Area		6/17/15
A.Gjikola/Special Education	Teacher/Subject Area		6/17/15
	Coach		1/1/01
	Coach		1/1/01
Unger	School Counselor		6/17/01
Winnicki	Superintendent		6/17/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **K582** School Name: **ms582**
Superintendent: **A.Winniki**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At MS 582, in 6th Grade , there are 7 ELL students , in 7th Grade , there are 12 ELL students, and in 8th grade there are 9 students. Overall for the 2015-2016 school year , we have 28 ELL students. Long Term ELLs are given extra AIS Services and their work is assessed to see what specific interventions are needed. Our LAP committee consists of the following staff members: Principal , Brian Walsh, Assistant Principal Danielle Capuano Parent Coordinator, Bibiana Rodriguez, ESL Teacher, Maria Tejada, PTA President, Evelyn Rivera, SETSS Mrs. Duplan, and the Guidance Counselor, Mr. Unger.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language. The DOE Translation and Interpretation Unit will be utilized if a parent/guardian should request these services. This was indicated on the HLIS as well as confirmed orally by a pedagogogue who speaks the parents' home language. The intake process for ENL students that are new to the country is implemented using the Part CR

154 guidelines. During weekly parent orientations, the parents can also provide requests for language preference and they document their language preference on the emergency contact cards. Parent surveys are distributed in Spanish and English. The ATS Report of Preferred Languages is updated regularly in order to maintain accurate information on parent language choices (RAPO ATS Report). Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys by backpack or during parent conferences in order

to collect parent data by class/grade. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class and/or grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The primary language spoken by each parent is determined by our school through the use of the Home Language Identification Survey, and a questionnaire sent to the home in Spanish and English requesting the same information. The results are tallied and help us determine what translation and interpretation services are needed. All 245 homes of our students were surveyed; of these 25 % of our parents speak Spanish, with the balance speaking English as their primary language. We have communicated this information and provided translation and interpretations services to our school community through our newsletter. Approximately seventy five- percent of the school's population reports English as the primary language. The remaining twenty five percent speak Spanish. The school's demographic is made available on the school's official DOE website and is periodically reported in our school's newsletter. Teachers whose parents have elected to receive information in their home language have had this information communicated to them by the ENL teacher/coordinator. This was indicated on the HLIS. All other language needs are met through the utilization of the DOE Translation and Interpretation Unit.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We provide written translation services to meet the needs identified by the parents above, by in house fully bilingual staff as well as contractors as necessary. We have provided translated Bill of Parents Rights and Responsibilities to our parents. We have forms available in the languages that we need, Spanish, and English, as well as appropriate signage in our school. The procedure followed to provide written translation in a timely manner is as follows: all known school documents and notices are translated in September so that they are readily available while all other are done on an as needed basis and distributed concurrently with monolingual English versions. This includes translations of monthly newsletters, Academic Vocabularies glossaries for Math and ELA for parental use with their children and all Health notices. Documents which are distributed to parents/guardians and require translations are: annual handbooks, parent-teacher conference announcements, ELL parent orientation information letters, NYSESLAT testing notification and calendar, other NYS testing dates, curriculum overview, ELL entitlement and non-entitlement letters, as well as letters from the school leadership. Curriculum information is sent at the beginning of the school year. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events. Parent's Bill of

Rights are distributed as they become available to the school. School announcements, after school program information, general overview of student curriculum and letters from school leadership is translated in order to keep all parents aware and engaged on all school matters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

MS582 holds four parent conferences throughout the school year. The first, in September, we hold our annual Open House, which introduces parents to their child's new grade, teachers and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. The ESL teacher holds a parent orientation for any newly enrolled ELL parent/guardian as well as separate meetings for individual ELL parent/guardians throughout the year. Teachers communicate with parents throughout the year in order to address questions/concerns as well as any possible issues in or outside of the classroom. If necessary, the guidance counselor will also be present during such meetings. In addition to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, MS582 is sure to meet their needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation. The translation of the documents will be completed by the Translation and Interpretation Unit. A current roster of bilingual staff is maintained and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speaks the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently school staff members that are proficient in Spanish, Greek, Albanian, and Turkish and are able to support

translation and interpretation services for the parents. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator (LAC) has created articulation sheets informing teachers about the Translation and Interpretation Unit's services. Staff has been made aware of the LAC's role in the coordination of parent language needs and has been notified to contact the LAC and document the language needs of parents regularly, should any such needs occur. Staff members are provided with information on the use of translation services and over the phone interpretation services at faculty conferences twice a year. The Translation and Interpretation Language ID Guide and Language Palm Card are distributed at these sessions. These professional development sessions exclusively target translation and interpretation services for parents of English Language Learners. All teachers and school staff members are given copies of the "I Speak...." card which includes the phone number for over-the-phone interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

MS 582 has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Language I.D. guides are kept in at the security office as well as the main office. Information for parents on the N.Y.C.D.O. E.'s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English. MS582 staff are aware of language assistance services provided by the school by using data (ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parents/guardians and students. In order to gather feedback from parents, we are creating a focus group of multilingual and multicultural parents to discuss their needs and the needs of their children. We can obtain information to inform our practices in order to improve the quality and availability of services we provide to parents and students.