



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

18K588

School Name:

MIDDLE SCHOOL FOR ART AND PHILOSOPHY

Principal:

NEIL MCNEILL JR

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Middle School for Art and Philosophy School Number (DBN): 18K588
Grades Served: 6-8
School Address: 1084 Lenox Road Brooklyn, NY 11212
Phone Number: 718.342.7563` Fax: 718.342.8131
School Contact Person: Neil J. McNeill, Jr. Email Address: Nmcneil@schools.nyc.gov
Principal: Neil J. McNeill, Jr.
UFT Chapter Leader: Lorraine Swearing
Parents' Association President: Andria Barry
SLT Chairperson: Lorraine Swearing/Andria Barry
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Andria Barry
Student Representative(s): Blaise Pierre
Raheim Smith

District Information

District: 18 Superintendent: Beverly A. Wilkins
Superintendent's Office Address: 1106 E. 95th Street Brooklyn NY 11236
Superintendent's Email Address: bwilkin@schools.nyc.gov
Phone Number: 718-566-6005 Fax: 718-649-7074

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street Brooklyn, NY
Director's Email Address: CherylWatson@schools.nyc.gov
Phone Number: (718) 759-4862 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)
Neil J. McNeill	*Principal or Designee	
Dexter Braithwaite	*UFT Chapter Leader or Designee	
Andria Barry	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Andria Barry	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Raheim Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Blaise Pierre	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorraine Swearing	Member/ Teacher	
Matthew Campbell	Member/ Teacher	
Christina Griffith	Member/ Teacher	
Elizabeth Vilme	Member/ Parent	
Alisha Carthy	Member/ Parent	
Valerie Butler	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shavonne Hinds	Member/ Parent	
	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.

The Middle School for Art and Philosophy is a middle school on the border of the East Flatbush and Brownsville sections of Brooklyn. The school currently serves 252 students in grades 6-8. The vast majority of students (traditionally over 80%) fall below the poverty line thus qualifying the school for Title I assistance. Approximately 90% of the students are Black and 8% are Hispanic, the rest being divided between other sub-groups. Approximately 22% of students receive IEP services while 5% are labeled English Language Learners. The school services a large number of transient students as well as those housed in homeless shelters. In addition, the school receives students from the following districts 18, 19 and 23 and as a result, has found little to no consistency in the skills that students come equipped with. The school's mission statement stresses the importance of working with all members of our school community at their current developmental level to foster a mindset of continual improvement:

At MSAP we strive to:

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

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

The school boasts an expanded arts program that collaborates to supplement its in-school visual arts (which may be cut) with the Sports and Arts in Schools Foundation after school program and a 21st Century Community Learning Center Grant. Due to these, the school is able to offer students, additional offerings in theater arts, instrumental music and a variety of dance programs. These programs work together to create performances for special events during the school year. In addition, the school works with its Pencil Partner Pricewaterhouse,Coopers to implement a Financial Literacy curriculum that helps students address college and career readiness skills. The school's professional learning model is supported by the inclusion of the Teacher Incentive Fund (TIF). This program supports the school with two Peer Instructional Coaches (PIC) and three Model Teachers (MT) Additionally, the school will participate in the Learning Partners Program for the 2015-2016 school year. This will provide for additional resources in the form of Model teachers and support from participating colleagues .

In recent years, the school's population has been consistently decreasing due to an influx of perceived better options in the form of charter schools and newly created middle schools. These schools are draining human resources from the established middle schools within the district. The school is currently planning to revamp its offerings given the four teaching positions that it is being asked to excess.

As a result, our school, which has undergone tremendous positive change since 2011 is receiving less funding each year. This lack of funding creates a gap in our ability to continue our school improvement efforts. As a result, we have less money to incorporate and build programs to attract new students into the school; virtually all students entering the 6th grade came to the school functioning at a Level 1 in both ELA and math and presenting major social-emotional gaps in their ability to work with peers and adults. This creates a systemic cycle of abuse whereby schools that are on an upward trajectory will no longer be able to sustain their growth and could potentially phase out.

Despite these challenges, our school has affected the following positive changes since 2011:

- Increased the collaborative nature of our instructional program to develop rigorous instructional opportunities as evidenced by the school moving from a Developing on the DQR in 2011, to Proficient on the QR in 2012 to Well Developed on the Alt. QR in 2013. Last year's QR was Proficient.
- Created a positive school culture and supportive environment through the implementation of a PBIS program that has:

1. Increased attendance rates from 86.8 in 2010-2011 to an average of 91.46 between the 2011-2012 and 2013-2014 school years. The school is currently on track to maintain an attendance rate over 92% for the 14-15 school year.

2. Decreased Superintendent level suspension rates by 75% between 2010-2011 (34) and 2012-2013 (8). The number of suspensions was maintained for the 2013-2014 school year (8). This is due primarily to the position of a dean. Additionally, our positive learning environment was maintained despite having to excess a SAVE Room position for the 14-15 school year.

3. Maintained an upward trend in NYC School Survey results between 2010-2011 and 2013-2014.

- Developed a collaborative culture amongst the teaching staff. Teachers meet for inter-disciplinary and department meeting three times per week during the school day. In addition, the teachers regularly visit one another for both formal and informal intervisitations as part of their professional practice. This year the staff planned and implemented teacher led walkthroughs as another means to gather data for formative assessment and next steps. An SBO for the 15-16 school year has combined the professional learning time on Mondays and Tuesdays into a block on Fridays. This will help to elevate the school's current collaborative practices to ensure that weekly formative assessments are analyzed and the results used to plan the following week's instruction, scaffolds and supports. We are confident that these programmatic changes will help to increase the level of rigorous instruction through teacher collaboration and the articulation of shared expectations to students and families.

18K588 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	247	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	8
# Foreign Language	5	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	82.0%	% Attendance Rate			91.7%
% Free Lunch	83.9%	% Reduced Lunch			4.6%
% Limited English Proficient	6.4%	% Students with Disabilities			22.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			89.1%
% Hispanic or Latino	7.6%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			6.4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.2%	Mathematics Performance at levels 3 & 4			8.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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.	E
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>At MSAP teacher teams have been developed over the past four years. A collaborative culture amongst teachers is the cornerstone of professional work and learning at MSAP. The school has continued to develop its content based curriculum and instructional model by revising school wide curriculum maps and unit plans to ensure that they are not only CCLS aligned but conceptually aligned. Units of study are themed by a specific concept which drives the instructional planning. Interdisciplinary grade teams meet twice weekly and department teams meet once a week to plan and adjust instruction based on data gleaned from student assessments and shared learning progression results. Art and foreign language teachers are also members of the team and are also working on school wide initiatives to conceptually align curriculum and provide students with effective feedback. Student work is tracked in a variety of ways, school wide MOSL results (including teacher created mid-year benchmark assessments), content and teacher specific assessments and teachers’ individual conferencing/anecdotal notes. This data informs the team decisions to adjust instruction and implement specific strategies to close the gaps in student understanding that surface. Reports from teacher observations confirm that practice is growing amongst staff to continually revise lesson plans based on student data gathered from previous lessons and often from the lesson the day before.</p> <p>There is a noted gap in teacher implementation of the agreed upon conceptual units. In ELA and Math specifically, teachers who teach the same grade are often at different places in the curriculum. This does not refer to a day to day pace, rather the broader implementation of our units of study. As a result, the school designed an SBO to ensure that</p>		

the planning work of teachers and their teams be public through the creation and posting of weekly interdisciplinary pacing calendars. These will be collaboratively designed and will be used to assess teacher pacing during formal observations as well as during formative classroom walkthroughs.

MSAP's strengths include the foundation of systems and structures that allow for teacher collaboration within and across grades and subjects on weekly interdisciplinary planning designed to address relevant student data gathered as part of formative assessment. A comprehensive review of NYS Exam and NYC Performance Task data showed a decline in performance of our 6th grade. This may be attributed to the smaller grade size. However, data for the Class of 2015 demonstrates continuous progress through a decrease of students in Level 1 and 2 and an increase in Based on a recent fishbone protocol, the school has identified as a priority, the need to develop teachers' capacity to analyze data for the purposes of planning data driven instruction.

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 30, 2016, the teachers of MSAP will have aligned a minimum of four rigorous interdisciplinary units of instruction that are CCLS based and include specific scaffolds to support next steps based on formative assessments. These units will be housed on the school's Curriculum Locker page of its website.

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) <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>Weekly professional learning and planning that focuses on identifying and developing best practices for providing effective feedback to students based on an analysis of student work.</p>	<p>All teachers and paraprofessional</p> <p>All students</p>	<p>Sept. 2015 to June 2016</p> <p>Sept. 2015 through June 2016</p> <p>Sept. 2015 through June 2016</p> <p>October 2015 through June 2016</p>	<p>Principal and Teachers, TIF Staff</p>

<p>Collaborate with a consultant from ASCD to facilitate professional learning sessions and support the development of structured teacher walkthroughs resulting in inter-visitations and cross-grade and disciplinary conversations.</p> <p>Teacher teams (interdisciplinary and departmental) will conduct cycles inquiry to address gaps surfaced in MOSL assessments.</p> <p>Conduct parent workshops to support parents' understanding of Rigorous Instruction and the Common Core with an emphasis on how parents can support their children at home.</p>	<p>All teachers</p> <p>All teachers</p>		<p>Principal</p> <p>All teachers, TIF Staff</p> <p>All teachers</p>
<p>Teacher led walkthrough to assess the implementation of the aligned curriculum and scaffolds of support.</p>	<p>All teachers</p>	<p>Sept. 2015</p> <p>Through</p> <p>June 2016</p>	<p>All teachers, Teacher Leadership Team, TIF Staff</p>
<p>Teacher led inquiry teams to examine MOSL data and inform next steps for students in the four core subject areas. This will serve as a foundation for the modification of curriculum maps based on the needs of students</p>	<p>All students and teachers</p>	<p>Sept. 2015 through June 2016</p>	<p>All teachers, TIF Staff</p>
<p>Implementation of a Saturday Academy to support student understanding and use of feedback to summarize the previous week's learning and front load information for the next week.</p>	<p>All students</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, Selected teachers</p>

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.											
1. Teacher per session for the planning of school wide professional learning initiatives. (TL, T1 SWP)											
2. Teacher per session to run an Academic Saturday program. (T1 P/F, 21 st C)											
3. Supervisor per session to run an Academic Saturday Program. (T1 P/F)											
4. Hire a consultant from ASCD to facilitate professional learning sessions and support the development of teacher walkthroughs. (T1 P/F)											
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	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.											
After completion of the MOSL mid-year benchmark assessment, 10% of students will demonstrate progress on shared traits across MOSL rubrics.											
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.	E
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>Traditionally, student responses on the learning environment survey have been far lower on average than that of both teachers and parents. In addition, staff often speak about students’ lack of investment in the school community. Furthermore, it has been recommended that the school enhance systems designed to increase student investment in their school. School safety data confirms the positive trends in school environment over the past four years and through team meetings and professional learning sessions focused on collaborative inquiry the staff determined a need to “teach” students the specific social-emotional skills that they may be lacking when they come to the school. Though the school has seen an improvement in parent engagement (measured on the NYC School Survey participation percentages (up 4% to 60%) as well as the number of parents regularly coming to parent workshops and volunteering to assist with special events) the school recognizes a gap in consistent parent engagement as well as an inconsistency in communication between all constituents. The first SBO conducted by the school to change the weekly schedule and combine professional learning time was done to ensure coherence of instructional planning and implementation. It also serves as a way to provide enrichment to all students who will be participating in enrichment activities during that time on Fridays. Additionally, a second SBO is in the works to combine parent engagement time for the month so that teachers can hold monthly workshops for parents so that they can articulate the next steps in the curriculum, tell students what their child will be engaging in during the next month and what they can do to support their child in that work. Lastly, the school will continue to use a variety of methods to reach out to parents including by not limited to JupiterGrades, Remind and School Messenger.</p>		

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, M measurable, Achievable, Relevant, and Time-bound.

By June 30, 2015 the Middle School for Art and Philosophy will have developed structures and protocols that garner input from all stakeholders to allow students to have a greater voice in decision-making regarding school culture as measured by meeting or exceeding the citywide average on the NYC School Survey.

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>Identify student leaders to serve on the school wide</p>	<p>All students</p>	<p>Sept. 2015</p>	<p>Dean, Guidance Counselor and PBIS Team Members</p>

<p>PBIS committee to ensure greater student voice.</p> <p>Identify student leaders to serve on the School Leadership Team to ensure greater student voice.</p> <p>Parent Workshops to build the capacity of parents to understand how the school is creating a Supportive Environment for their children</p>	<p>All students</p> <p>Parents</p>	<p>Sept. 2015</p> <p>Ongoing October 2015-June 2016</p>	<p>Principal</p> <p>Principal, teachers, Guidance Counselor, Dean</p>
<p>Creation of a comprehensive Saturday Academy for students who are at-risk, performing below grade level standards, English Language Learners and students identified for specialized high school preparation.</p>	<p>All students</p>	<p>Sept. to June 2016</p>	<p>Principal</p>
<p>Integrate 21st Century Community Learning Center Programs and SASF to address the programmatic requests of students and parents and include a specialized high school prep component.</p>	<p>All students</p>	<p>Sept. to June 2016</p>	<p>Program Coordinator</p>
<p>Implement a Friday Enrichment Program that allows for student choice of activities.</p>	<p>All students</p>	<p>Sept. to June</p>	<p>Principal, Program coordinator</p>

Part 4 – Budget and Resource Alignment

<p>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>
<ol style="list-style-type: none"> 1. Teacher per session to run an Academic Saturday program. (T1 P/F) 2. Supervisor per session to run an Academic Saturday Program. (Y1 P/F) 3. Student incentives for Saturday Academy participants. (T1 P/F and TL) 4. Teacher per session to conduct 21st Century Academic Programs. (21st C) <p>Supervisor per session to supervise 21st Century Academic Programs.</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	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

<p>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.</p> <p>Identify and/or create interim surveys to monitor progress throughout the school year.</p> <p>By February, we anticipate there will be a 90% attendance rate on Fridays.</p> <p>By February, we will have a functional student council that has input on decisions regarding school culture.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<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.	E
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).	E
Part 1b. Needs/Areas for Improvement:		
<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>This year, the school intends to refine its work of the past four years to fully realize the potential of the vast amount of professional learning that we have engaged in. The refinement of practice will focus primarily on the curriculum planning and instructional model that the school is using. The 2015 QR highlighted the school's ability to create CCLS aligned conceptual units that challenged students to engage in performance tasks that focused student efforts on utilizing rigorous habits and high-order skills to demonstrate their understanding. The 2015 QR also stated the need to develop multiple modes of engagement across classrooms. This work will be a priority for our staff as they continue to analyze data on a regular basis and use that information to collaboratively plan student engagement across disciplines and grades. Because the school has placed value the importance of the combined professional learning time on Fridays the focus of that work will be to use weekly data to create next instructional steps based on student need. This will include the creation of aligned scaffolds and supports for specific steps in school wide learning progressions for writing.</p>		

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 30, 2016, MSAP will have created systems and structures to promote collaboration amongst staff through the integration and purposeful use of Peer Instructional Coaches (PIC) and Model Teachers (MT) so that 50% of teachers have collaborated in some way with the PICs and MTs as measured through team agendas and individual professional learning logs.</p>



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>Weekly professional learning and planning that focuses on identifying and developing best practices for providing effective feedback to students based on an analysis of student work.</p>	<p>All teachers and paraprofessionals</p> <p>All students</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal and Teachers, TIF Staff</p>

Parent Workshops to build the capacity of parents to understand why Collaborative Teachers are important.	All Teachers and 21st Century Community Learning Grant partners	October 2015-June 2016	Principal and All Teachers
Collaborate with a consultant from ASCD to facilitate professional learning sessions and support the development of structured teacher walkthroughs resulting in inter-visitations and cross-grade and disciplinary conversations.	All teachers	Sept. 2015 through June 2016	Principal
Teacher teams (interdisciplinary and departmental) will conduct cycles inquiry to address gaps surfaced in MOSL assessments.	All teachers	Sept. 2015 through June 2016	All teachers, TIF Staff
Teacher led walkthrough to assess the implementation of the aligned curriculum and scaffolds of support. Teacher led inquiry teams to examine MOSL data and inform next steps for students in the four core subject areas. This will serve as a foundation for the modification of curriculum maps based on the needs of students	All teachers All students and teachers	Sept. 2015 through June 2016 Sept. 2015 through June 2016	All teachers, Teacher Leadership Team, TIF Staff All Teachers, TIF Staff

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.

1. Teacher per session for the planning of school wide professional learning initiatives. (TL, T1 SWP)
2. Hire a consultant from ASCD to facilitate professional learning sessions and support the development of teacher walkthroughs (T1 P/F)
3. Peer Instructional Coaches and Model Teachers to facilitate professional learning and collaboration with teachers. (Other: TIF, LPP)
4. Substitute teachers to facilitate walkthroughs, intervisitations and professional collaborations. (TL, T1 SWP)

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.

By November 3, 2015 at least 10% of staff members will be able to cite evidence of professional collaboration with a Peer Instructional Coach or Model Teacher.

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

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<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.	E
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.	E
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
Part 1b. Needs/Areas for Improvement:		
<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>The Priority and Focus School Quality Review conducted in the Spring of 2014 stated, "Formalize the integration of various tracking systems to line student performance, teacher progress and professional development to gain a more insightful picture of teacher effectiveness and hold staff accountable to encourage teachers and staff to make data-informed decisions regarding the next steps and required supports for their professional growth." This year, once again, the principal is the only administrator conducting observations and as a result, the next steps from one observation to the next will be the focus of each new visit. Additionally, the weekly student work analysis and planning on Fridays will be a focus of observations to ensure that there is a consistent instructional focus and plan across grades and classes. The 2015 QR highlights the Principal's effective use of feedback to teachers. This feedback articulates high expectations for performance. In addition, this trickles down to parents' understanding of teachers' expectation for their children. This year the priority will be to utilize systems more effectively to determine their effectiveness and make adjustments throughout the school year.</p>		

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.

The Middle School for Art and Philosophy will enhance its functional system of targeted and frequent observations that track teacher progress so that 10% of teachers' practice in component 1e or 3c of the Danielson Framework will have moved one proficiency level as demonstrated through observation data by June 2016.

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>Weekly professional learning and planning that focuses on identifying and developing best practices for providing effective feedback to students based on an analysis of student work.</p>	<p>Principal, All teachers and paraprofessional</p> <p>All students</p> <p>Principal, All teachers</p>	<p>Sept. 2015 to June 2016</p>	<p>Principal and Teachers, TIF Staff</p>

<p>Collaborate with a consultant from ASCD to facilitate professional learning sessions and support the development of structured teacher walkthroughs resulting in inter-visitations and cross-grade and disciplinary conversations for planning and student engagement.</p> <p>Develop and coordinate the efforts of the school's Teacher Leadership Team as a structure for shared decision making and professional learning.</p>	Principal	<p>Sept. 2015 through June 2016</p> <p>August 2015 through June 2016</p>	<p>Principal</p> <p>Principal</p>
<p>Teacher teams (interdisciplinary and departmental) will conduct cycles inquiry to address gaps surfaced in MOSL assessments.</p>	Principal, All teachers	Sept. 2015 to June 2016	All teachers, TIF Staff
<p>Teacher led walkthrough to assess the implementation of the aligned curriculum and scaffolds of support.</p>	Principal, All teachers	Sept. 2015 to June 2016	All teachers, Teacher Leadership Team, TIF Staff
<p>Teacher led inquiry teams to examine MOSL data and inform next steps for students in the four core subject areas. This will serve as a foundation for the modification of curriculum maps based on the needs of students</p>	Principal, All students and teachers	Sept. 2015 to June 2016	All Teachers, TIF Staff

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.

1. Teacher per session for the planning of school wide professional learning initiatives. (TL, T1 SWP)
2. Hire a consultant from ASCD to facilitate professional learning sessions and support the development of teacher walkthroughs (T1 P/F)
3. Peer Instructional Coaches and Model Teachers to facilitate professional learning and collaboration with teachers. (Other: TIF, LPP)
4. Substitute teachers to facilitate walkthroughs, intervisitations and professional collaborations. (TL, T1 SWP)

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	X	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.

By February 2015, at least 5% of teachers will have demonstrated progress of one HEDI proficiency level in components 1e or 3c of the Danielson Framework.

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.	E
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.	E
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.	E
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.	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>The school has traditionally fallen just shy of citywide averages on the learning environment survey. Though the school has shown improvement in the response rates of parents on the learning environment survey (a positive trend for four consecutive years) we cannot predict what the results of the survey will be. The school has traditionally offered a wide variety of programs to parents through its 21st Century Community Learning Grant in addition to parent workshops designed specifically to look at student work. To address the high levels of need of the school concerning social-emotional learning, as well as the research of Bryck, the school plans to engage parents in different ways this year. This may include the re-purposing of the Tuesday parent engagement time to create a block to combine parent engagement time for the month so that teachers can hold monthly workshops for parents so that they can articulate the next steps in the curriculum, tell students what their child will be engaging in during the next month and what they can do to support their child in that work.</p>		

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 30, 2016, at least 25% of parents will have attended at least two parent workshops offered by the school as measured through collected attendance sheets.</p>



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>Create a comprehensive offering of parent workshops based on parent need and interest.</p>	<p>All parents</p>	<p>Sept. 2015 through June 2016</p>	<p>Principal, all teachers, parent coordinator</p>
<p>Create an SBO to combine parent engagement time to conduct monthly academic informational meetings for parents.</p>	<p>All parents</p>	<p>Sept. 2015 through June 2016 Sept. 2015 through June 2016</p>	<p>Principal, all teachers, parent coordinator</p>

Purchase school wide access to the JupiterGrades online grading system to offer parents 24/7 access to their child's performance data	All parents, students and teachers		Principal
	All parents, students and teachers	Sept. 2015 through June 2016	
Purchase the School Messenger automated calling system to increase mass communication with homes			Principal

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.											
1. A comprehensive offering of parent workshops to meet parent needs. (21 st C)											
2. Additional workshops to support identified parent needs based on the results of a given survey. (T1 P/F)											
3. A positive SBO vote to move combine and move the parent engagement time.											
4. JupiterGrades and School Messenger systems (Title I SWP)											
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	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		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.
By February 2016, at least 10% of parents will have attended multiple workshops that have been offered.

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 Exam Scores and report card data	21 st Century Academic Programs - project based learning SASF After School Programs - small group tutoring Saturday Academy - small group instruction Sustained Silent Reading	Small group Small group homework help Small group Large group	After school After school Saturdays In-school
Mathematics	NYS Exam Scores and report card data	21 st Century Academic Programs - project based learning SASF After School Programs - small group tutoring Saturday Academy - small group instruction and Regents Prep Math Intervention Class dependent upon budget	Small group Small group homework help Small group Small group	After school After school Saturdays In-school
Science	MOSL Examinations and report card data	21 st Century Academic Programs - project based learning SASF After School Programs - small group tutoring	Small group Small group homework help Small group Large group	After school After school Saturdays In-school

		Saturday Academy - small group instruction and Regents Prep Sustained Silent Reading		
Social Studies	MOSL Examinations and report card data	21 st Century Academic Programs - project based learning SASF After School Programs - small group tutoring Saturday Academy - small group instruction Sustained Silent Reading	Small group Small group homework help Small group Large group	After school After school Saturdays In-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Team Recommendations and all confirming hard data referred to the PPT and SIT	21 st Century Academic Programs - project based learning SASF After School Programs - small group tutoring Saturday Academy - small group instruction Sustained Silent Reading	Small group Small group homework help Small group Large group	After school After school Saturdays In-school

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the 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>This year the school will seek partnerships with private colleges and universities to establish a steady stream of highly qualified candidates. Each year teacher assignments are developed through a review of current teacher practice and assignment, teacher requests via a preference sheet and NYS data results. In addition to professional development provided by both the school, the District and the BFSC MSAP has enlisted the support of a consultant from ASCD (Association for Supervision and Curriculum Development) to plan and implement rigorous professional development to support the ongoing improvement of professional practice on the following topics but not limited to: differentiated instruction, curriculum mapping, using data to inform instruction, aligning assessments, developing learning progressions, effective feedback, engaging teachers in learning walks, and the Danielson Framework for Teaching 2013.</p>

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).
<p>At the end of the last school year, teachers began to create professional goals with the principal for the following school year. These individual goals are aligned to the school wide goals contained in this document as well as the school wide data to inform next steps for the whole school community and for small groups and individual teachers. Teachers are given recommended next steps to engage in their own self-directed professional development on their individual needs and goals. This year, the school focus all prior professional learning on refining its planning practices to be more responsive to student need. In this way, MSAP differentiates professional development to meet the needs of all members of the staff. The principal conducts teacher observations and looks for evidence of teachers meeting these goals during visits. This information is used to adjust professional development to address gaps in teacher pedagogy. This is a process that continues throughout the year and also solicits feedback from teachers after major professional development days and a mid-year survey. In addition to the expertise contained within the administration and the District, the school plans to secure the services of a consultant from the Association for Supervision and Curriculum Development (ASCD). The school will continue the practice of capturing professional learning on the school's website. The Professional Learning Locker contains links and documents from professional learning session conducted both in and out of the school. These are available for teachers' reference 24-7.</p>

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.).
N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	282,718.00	X	Professional Learning (5A Part 4a,b; 5c Part 4a,b; 5D Part 4a, b) Teacher Teams (5A Part 3; 5C Part 3, 5D Part 3) JupiterGrades (5E Part 3) School Messenger (5E Part 3)) Parent Workshops (5A Part 3; 5B Part 3; 5C Part 3; 5D Part 3; 5E Part 3)
Title I School Improvement 1003(a)	Federal		X	
Title I Priority and Focus School Improvement Funds	Federal	53,893	X	Consultant from ASCD (5A Part 3;5C Part 3; 5D Part 3) Walkthroughs (5A Part 3;5C Part 3; 5D Part 3) Saturday Academy (5A Part 3;5C Part 3; 5D Part 3)
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,321,507.00	X	Professional Learning (5A Part 4a,b; 5c Part 4a,b; 5D Part 4a, b) Teacher Teams (5A Part 3; 5C Part 3, 5D Part 3)

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.

Middle School for Art and Philosophy Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

Middle School for Art and Philosophy, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 18	Borough Brooklyn	School Number 588
School Name Middle School for Art and Philosophy		

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 Neil J McNeill, Jr.	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Christine Malaykhan	School Counselor Lea Denis
Teacher/Subject Area Grace Benjamin - ELA	Parent Andria Barry
Teacher/Subject Area Matthew Campbell -ELA	Parent Coordinator Audrey Rhoden
Related-Service Provider Nina Perchenok - SETSS	Borough Field Support Center Staff Member Soeurette Fougere
Superintendent Beverly Wilkins	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	0	Number of certified bilingual teachers <u>not</u> 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]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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)	220	Total number of ELLs	13	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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	0	0					0
Dual Language							0	0	0					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	13	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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	4	1	1	6	0	1	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	3	2					0
Haitian French and Creole							2	2	2					0
Arabic							2	0	0					0
TOTAL	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																		
SELECT ONE NA																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE NA									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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								3	2					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2							0
Haitian							1	1	1					0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other FH							1	1	1					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)								1	1					0
Emerging (Low Intermediate)								1	1					0
Transitioning (High Intermediate)								1						0
Expanding (Advanced)							4	2	2					0
Commanding (Proficient)														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		1					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		3		3				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.
All students are tested using Fountas and Pinnell. Once a child's level is determined instructors are able to prescribe specific instruction to meet the needs of the student. The ELL teacher also shares the information from the NYSESLAT and the LABr with the content area teachers. In addition, the school will use data from MyON and teacher created learning progressions to measure students' progress. ELL students have shown significant progress on the NYC Performance Assessment results. This has been attributed to the number of specific scaffolds and supports that they have received during their periods of regular instruction with their peers. In addition, all 8 ELL students are performing at Level 1 on the NYS mathematics examination. As a result, math teachers have begun to utilize more visual representations for these students. Lastly, ELL students are part of the inquiry cohort for all interdisciplinary teams and are included in the focus groups for intervention services.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveals that students are demonstrating progress on the listening and speaking portions of the exam but as expected are having difficulty on the writing despite the gains demonstrated via the NYC Performance Assessments. Reading results have varied with our newest students demonstrating the weakest scores.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Upon reviewing the AMAO tool, our school will utilize information to target students for additional services based on their need and at-risk level. This data will be used to form flexible groups to target specific skills needed to help accelerate student learning as demonstrated on their standardized assessments. The data indicated that AMAO 1 data was not available. AMAO 2 data revealed that none of the students had attained proficiency. Students will be targeted for additional assistance via additional at-risk programs that are available to them.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Patterns reveal that the majority of our ELL population traditionally does well on the speaking and listening but tend not do well on the reading and writing modalities. The school has uses this information as well as information from learning progressions and teacher collected data to develop goals for the ELL population. ELL periodic assessment data will be reviewed and analyzed by the ENL teacher and will be presented to the teacher teams to ensure understanding and present opportunities for aligning curricula and to make informed instructional decisions. We are targeting the Long Term students to move them out of ENL and targeting the Developing students to either accelerate their acquisition or move them out all together. With the Newcomers we are working at making them progress to either Intermediate or Advanced. Our goal is for every ELL to become proficient on the NYSESLAT. We have noticed that the students tend to have the same issues in reading and writing that they have in their home language, to address this we use the data taken from state assessments to examine the specific strands and address the areas of need for the students. Many of the students can benefit from MyON and individualized instruction or tutoring. Home language when applicable and available can be used with supplemental as well as mandated texts to help students gain conceptual understanding first in their home language. Our teachers use Google Translate to translate directions into their home language, this is a common practice in Math. In other major subject classes students utilize glossaries. In addition, ELL students are targeted as part of interdisciplinary team inquiry focus and are part of the target groups of students who receive academic intervention services during the day and after school.

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

School has three tiers of RTI instruction.

UDL Strategies

Tier 1 – teacher driven intervention, whole class instruction

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

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

ELL students and their data are reviewed and students may be assigned to one or more of the following programs: 21

st Century Academic Program, Sports and Arts in Schools Foundation Program, Saturday Acceleration Program, or our schools intervention pull out program. In addition to the programs mentioned all of the ELL students use MyON and their lexile levels assessed and tracked, as are the results of DRAs. Both measures are used to determine next steps for ELL students which include modified instruction and school wide strategies including Reading for Meaning and Task Rotation.

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

In content area subjects, teachers are using a variety of strategies to help students build English language skills, these include the teaching of interdisciplinary academic vocabulary and the use of school wide strategies like Reading for Meaning and Task Rotation which provide ELL students multiple entry points in to the curriculum. In addition, home language support is currently provided through some translated materials, and Spanish native language books inside content area classrooms. Where possible, first language glossaries are made available to ELLs. We have staff members (the Guidance Counselor, Foreign Language Teacher our Dean and Para Professional) that are fluent in Haitian Creole and Spanish. These staff members provide translation and develop relationships with students as well as families to develop an understanding of the child's educational/cultural background and to offer extra support where needed. This extra support may be provided through the Parent Coordinator's Office as well as the school's MRT (Mobile Response Team) which provides families with a variety of supports both in and out of the building.

7. For dual language programs, answer the following:

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

N/A

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

Our program is evaluated on an ongoing basis. The program is monitored for progress by teachers and the administrative team. This is done through the use of NYSESLAT data, Jupiter Grades, classroom assessments and state exams. We also monitor progress by looking at learning progressions for writing. Ultimately the final mark of success comes from seeing if we met AYP for ELLs.

Part IV: ELL Identification Process

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

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.

The initial screening procedure is as follows: When ELLs come in the school to register, the pupil accounting secretary or parent coordinator provides parents with a Home Language Identification Survey form (HLIS). Either the ELA teacher, Mr. Campbell, the ELA teacher Ms. Benjamin, or the ENL teacher Ms. Malaykhan then evaluates the HLIS form. If the home language is stated as other than English, then an informal interview is conducted in both the native language and in English. If the student's home language is English, the process terminates and the HLIS placed into the file. If not, the staff move to determine NYSITELL eligibility. This will include interviews with the student and family and a review of student work if it is available. Based on the determination made at this time, if the student's dominant language is English due to previous educational, social and/or personal experience, the process will end here. If not, the school will proceed with the NYSITELL. Next, within 10 the exam will be administered and scanned. Parents will be notified of the results within five school days using the standard NYCDOE parent notification letters in the parent's preferred home language. If students are Spanish speakers, the Spanish LAB is equally administered during the same 10 day window. Based on the students' LAB-R scores, parents are informed and are invited to attend a Parent Orientation Session to ensure that parents understand all three program choices.

2. 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).

The Guidance Counselor, Parent Coordinator, and necessary translators meet with the parents to identify the students's SIFE status. This takes place within 30 days of enrollment, usually in a much quicker time frame. The LENS assessment will be administered and the SIFE oral questionnaire will also be conducted. This along with a review of the student's current level of performance as evidenced by their work will be evaluated in order to make a determination as to next steps.

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).

If the student has an IEP and is entering the school from a school within the US, the Language Proficiency Team (LPT) will meet to make a determination. The LPT will consist of the Neil McNeill, Principal; Christine Malaykhan, ENL teacher, Nina Perchenok, SPED Coordinator and the student's parent. The school will have a staff member who is proficient in the parent's preferred language sit in on the committee or if that is not possible, secure a translator. The team will review evidence and make a determination as to whether or not the student should take the NYSITELL. This is then sent to the principal. If he rejects the team's recommendation not to administer, then the NYSITELL is immediately administered. If he accepts the team's recommendation not to administer, the decision will be sent to the superintendent who will make a final decision and notify the parent within three days and in the parent's preferred language. The process must be completed within 20 days of enrollment or reentry.

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.

Once the documents are scanned and scores are determined, the Ms. Malaykhan, ESL teacher and the school secretary, Ms. Fromberg will create the entitlement/non-entitlement letters and distribute them to students to bring home via backpacks and letter mailed home to families.

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).

Ms. Malaykha, ELS teacher will notify parents of their right to appeal the decision. This notice will be sent home in the parent's preferred language and copies will be kept in the ENL teacher's records. Additionally, the school will ensure that the written notification is noted in iLog.

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.

The Guidance Counselor, Parent Coordinator, and necessary translators meet with the parents to inform them of program options. During the meeting, parents are assisted in filling out the Program Selection form if necessary. They are shown the DVD explaining programs and are provided with brochures in the home language so that they can have all necessary information about bilingual/ESL services as well as the core curriculum, learning standards, expectations for students, and assessments. Parents have an opportunity to ask questions so that they can make an informed placement selection. Parents are encouraged to make a decision at this meeting. If they are not prepared to do so, a staff member who speaks their native language will contact them within five days regarding their decision. In addition, a letter is sent home with the child in the home language as a follow up. If the school still does not receive a response, bilingual program will be the default placement. If placement for students who have previously chosen TBE/DL becomes available, the ENL teacher, Ms. Malaykhan will reach out to the parents via phone and in writing to notify them.

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.

Parents receive a Placement Letter and an Entitlement Letter in their preferred home languages via mail and copies are sent home with students. These are collected by the ENL Teacher and maintained in her office. In case parents fail to return the Program Selection forms, the ENL teacher and parent coordinator, with the assistance of a translator, contact the parents at home within five school days. However, should parents require assistance in filling out the Parent Survey and Program Selection forms; they can obtain assistance from school personnel, i.e. the ENL Teacher/Coordinator and/or Assistant Principal with the aid of a translator.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The Guidance Counselor, Parent Coordinator and school aides keep track of the forms on section sheets and maintained in the main office. Those that have not been returned are followed up on through phone calls and if necessary, a visit from the Family Worker or Attendance Teacher.
9. Describe how your school ensures that placement parent notification letters are distributed. The ENL teacher, Ms. Malaykhan in conjunction with the main office staff, Ms. Fromberg and Ms. Awe print and distribute parent notification letters. These are printed in the parent's preferred home language and are backpacked home with the student and sent via mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ELL documentation is maintained in each student's permanent record which is housed in the Main Office. This information is accessible only by the main office staff and the principal.
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.
Using the information from ATS screens RLER and RLAT for current eligible ELLs in our school, the ESL teacher and testing coordinator create a schedule to administer all four sections of the exam. The Speaking section is the first one to be administered during the speaking testing window. This is administered by the ESL teacher and scored by a second teacher who has been trained on NYSESLAT administration. The Speaking session is administered for each individual child and enough time is allotted for administration and scoring. We plan with the suggested time frame in mind, but are aware that the exam is untimed. The Listening, Reading and Writing subtests are given one day at a time for all grades and in order of difficulty. For example, on Monday is Listening, Tuesday Reading and Wednesday for writing. Attendance for this exam is monitored and all make ups are scheduled within the allotted administration window for each modality to ensure that we test all students who may have been absent for one or more sections of the exam.:
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. These are distributed again at parent teacher conferences if necessary and backpacked home with students. These will be printed and distributed by the ENL teacher, Ms. Malaykhan.
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).
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend of parent choice is a Freestanding ESL Push -in/Pull-Out program. Our program model is aligned according to the parents' requests. We have a small group of ELLs in our building and consistently register approximately two to four students annually who speak Spanish, Haitian-Creole, and/or French. In the event a parent requests a program in Spanish (via ASPIRA) an alternative site will be identified and recommended after consultation with the District support staff.

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.
The organizational model is a Freestanding English Push-in/Pull-out program. For the push in component, students are grouped in the same general education classes regardless of their level but within the same grade. The Pull-out component of the program model consists of these types of classes: Ungraded [all students regardless of grade are in one class], Heterogeneous [mixed proficiency levels in one class], and Homogenous regarding beginners [proficiency level is the same in one class].
 - 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)?
Regarding the Freestanding ENL Push-in/Pull-out program, entering ELLS 180 minutes emerging ELL is 90 minutes, transitioning ELLS/ ELA is 90 minutes, expanding ELLS 180 minutes, Commanding ELLS is 90 minutes plus ELA In addition, the ESL teacher collaborates with the content area teachers to maintain a dialogue regarding ELL students' performance in their content area classes. Classroom teachers are encouraged to visit ENL sessions as well. This allows for increased coherency across instruction. MS 588 does not offer a Transitional Bilingual Program or Dual Language Program.
3. Describe how 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.
All of our students are scheduled to receive ten periods of ELA instruction per week in addition to meeting their CR Part 154 mandates in ENL. The content areas are delivered in English, and the instructional approaches and methods used to make content comprehensible and enrich language development includes: differentiated instruction; use of graphic organizers as a tool for scaffolding instruction; small group instruction; use of visuals as an added support; explicit vocabulary instruction in the content areas; mini-lessons that incorporate modeling, read alouds, and think alouds; the buddy system (support from peers of the same native language). The materials used in the content areas include translated texts, bilingual glossaries, and MyON in Spanish. MS 588 has adopted a Balanced Literacy approach in the instruction of content areas. Students are provided with the opportunity to do read-alouds, shared and independent reading. The writers workshop model is also implemented and students become more knowledgeable about the writing process with the steps of the writing process supporting further language development and writing skills. In addition, students maintain a writing journal. Additional scaffolding is provided through bridging/building background knowledge; schema building; contextualization; text representation and metacognition. Students are also assisted during work periods and conference with their teachers in and out of class. Informal assessments are administered regularly as well. Additional small group AIS sessions for each grade prior to all state assessments are offered to focus on literacy and academic language. In addition, school wide adopted strategies like Reading for Meaning and task Rotation have provided all students including the ELLs with multiple access to the curriculum providing them with the opportunity to meet the expectation of the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Spanish speaking ELLs are assessed with the Spanish LAB. In addition, students can take certain state tests in their native languages when available, as well as use native language glossaries. When available, during the year, students are able to read translated passages and receive feedback in their native language from adults in the building who are able to translate for the classroom teacher. In addition, teachers regularly use the google translate feature online to provide students with feedback in their native language when there appears to be a comprehension issue. This year, the use of myON in Spanish will allow continual assessment of those students throughout the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher will create assessments to be implemented throughout the school year for each of the four modalities. In addition, ELL students are part of interdisciplinary inquiry cohorts and as such are measured against school wide learning progressions for writing which evaluate progress on the school's instructional focus - this happens formally three times per year and regularly in classrooms. Lastly, their work on MyON will be tracked for progress throughout the school year.
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

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

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

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

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

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

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

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

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

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

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

Former ENLs have access to MyON to allow for continued support of their diverse reading levels on content area texts. In addition, they are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT. ENL students who transition to proficiency receive support from their homeroom/classroom teachers, AIS providers, and guidance team in collaboration with the ESL teacher. Additionally, these students receive 90 minutes of integrated ENL service.

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.

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. The coordinator of Special Education with the Committee on Special Education (CSE) 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.
8. Based on the recommendation of the qualified personnel the ENL Teacher, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. 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 must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

This process will happen in conjunction with the school's PPT and Leadership Teams. Additionally, the qualified staff, in the form of the ENL teacher will consult directly with these teams to ensure that the the correct decisions are made in the best interest of the child. This process for initional identification and reidentification (6-12 month) will be managed by the ENL teacher Ms. Malaykhan.

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?

The school has adopted a number of instructional strategies used to help provide all students including ELLs with multiple entry points in to the curriculum, for example, Reading for Meaning and Task Rotation. Teachers are using grade level materials like CodeX and CMP3 as well as other leveled materials to help support ENL-SWDs with access to academic content and English language development. This includes translated text as part of the MyON program. The materials were reviewed by teachers to determine their age and grade appropriateness and measured against the NYC DOE Instructional Materials Review Rubric to help ensure access to a rigorous curriculum.

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?

The school programs flexibly for student needs as dictated on IEPs. This is reviewed by the School Implementation Team and PPT. Where applicable, students who are exceeding benchamarks on established assessments and who have demonstrated social/emotional progress measured by interim progress reports and recommendations by the classroom teachers and guidance counselor are recommended to the school assessment team for consideration to be part of the ICT classes.

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 DUALY 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 DUALY 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.

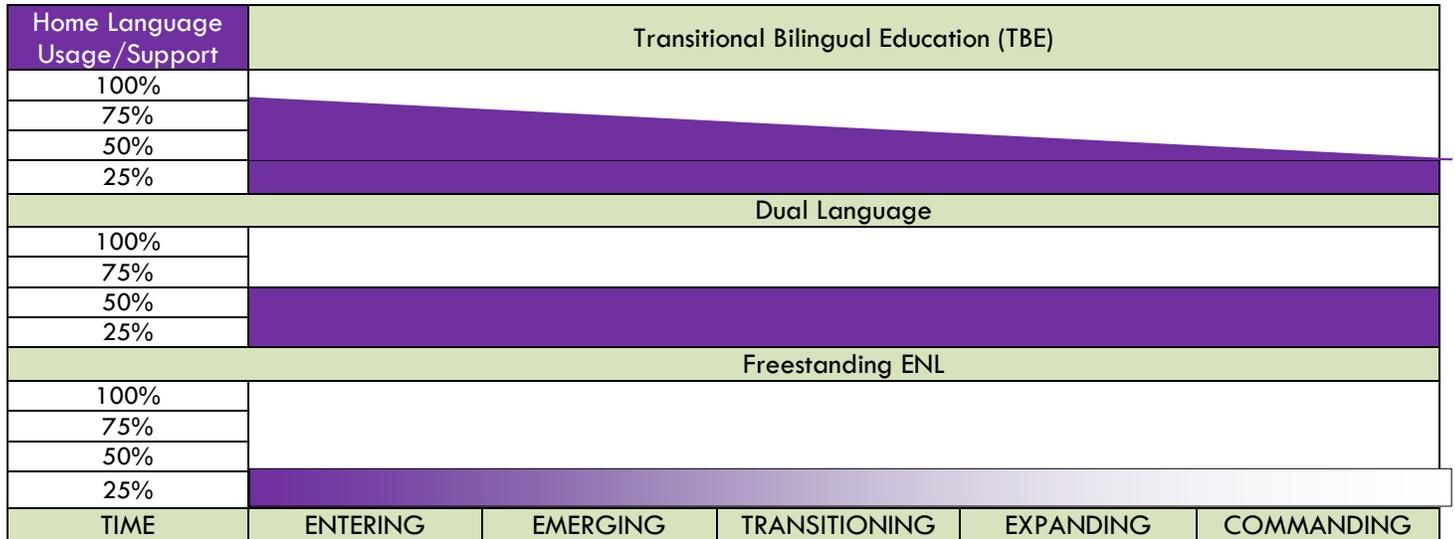


*Note “other approved services” does not apply to New York City at this time.

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.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL 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. The range of intervention services for ELLs in ELA, Math and other content areas include: MyON (for all ELL's and other students, used in content area classes regularly) to support varied reading levels; Saturday Academy, which focuses on reading comprehension strategies and skills in ELA and developing competencies in math standards, specifically number sense and problem solving, as well as test preparation. This is often students in the bottom third but it also includes our ELL students who have given priority access to the program based on their current data which is listed in numerous previous sections of this plan and does not bear repeating. In addition, the program has been designed so that students will be able to preview work that will engage with the following week. This provides them a level of comfort to participate with the content during the regular school week. When possible, the school will have translated versions of the text students will use during these intervention programs. Furthermore, ELL students participate in the Sports and Arts program (September through June, Monday through Thursday) to help them to facilitate second language acquisition. Within the content area classrooms, teachers pair ELLs with higher performing students, some of whom are same language speakers and some who are English speakers, when needed to facilitate language and content acquisition. Small group instruction, dual language materials, and the use of technology also support the intervention needs of ELLs. During teacher team meetings teachers discuss strategies to further address the needs of ELLs within the classrooms.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Teachers are given access to school wide data housed on the school's website. This includes documents that outline students' programs including our ELL students. The students who are in our current program have shown gains on the New York State ELA exam, as well as gains in language acquisition. Student work and lexile levels are monitored as part of the MyON program, school wide assessments (particularly through the use of learning progressions for writing) used as part of interdisciplinary teams' inquiry work and student work is monitored by classroom teachers. This data review happens during weekly team and department meetings and is articulated to the school's Teacher Leadership Team.
12. What new programs or improvements will be considered for the upcoming school year?

The use of specific scaffolds aligned to the learning progressions for writing. This work is directly aligned to the school's instructional focus as well as the cycles of inquiry that will be used this year.
13. What programs/services for ELLs will be discontinued and why?

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

All ELLs are afforded equal access to all school programs such as the after-school programs (21st Century, Sports and Arts and Saturday Acceleration Program) and extra-curricular activities through flyers, letters translated in the home language, and phone calls to parents where necessary. Because these students are in targeted sub-groups, they receive priority access to all extra-curricular and supplemental programs in the school. ELL students participate in programs with general education English language speakers. The 21st Century Program provides accelerated instruction through a project based learning model and arts enrichment (dance and instrumental music) and the Saturday Acceleration Program will provide ELL students with at-risk services that include ELA and math tutoring, social emotional development (peer mediation and guidance) as well as the opportunity to accelerate their learning for the following week.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

The content area instructional materials used to support ELLs are standard based aligned to the Common Core Learning Standards. Native language materials include but are not limited to translators, dictionaries and various tests in the myOn program, as well as texts purchased with NYSTL funding.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In ENL, native language support is currently provided to Spanish speaking ELLs through the Spanish version of Achieve 3000, some translated materials, and Spanish native language books. Where possible, first language glossaries are made available to ELLs. Staff members (including the Guidance Counselor, Foreign Language Teacher and Para Professional) are fluent in Haitian

Creole, French and Spanish. These staff members provide translation and develop relationships with students as well as families to offer extra support where needed.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Extensive time has been devoted to the common planning of all staff members to ensure that the required services and resources are aligned and used appropriately to support the age and grade level learning of ELLs. Resources are reviewed during team meetings which include adult specialists in all content areas.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Before the school year starts the guidance counselor, and assistant principal look at the incoming population to identify ELLs. Letters are sent out to their families to welcome them to our community and explain the program we offer. These letters are sent out in English and their native language. ELL students are afforded the same access to orientation programs when the school conducts them.
19. What language electives are offered to ELLs?
None. The school is currently searching for an appropriately licensed F-Status teacher.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development at MS 588 is provided by school staff and anticipated BFSC and District personnel: In the beginning of the year, administrators provide all teachers and professionals with lists of ELL students in their classes and strategies to address their learning needs. Teachers are encouraged to celebrate the progress of ELL students through classroom bulletin boards. All teachers also collaborate to analyze and evaluate the progress of their ELL students and strategize for next steps. Administrators provide additional support in the form of feedback through formal and informal conferences. There is no PD schedule for the year, nor could there be since we are constantly reevaluating and adjusting where we are and what is happening instructionally in our school.
2. 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?
Accumulative hours of profession development include but are not limited to: study groups focused on specific shared texts, lesson and unit studies, the creation and implementation of research based strategies, weekly interdisciplinary and department meetings as well as a block of time for common planning to evaluate student work for the week and to plan for the following one based on student needs. These are based on common core standards as is all instruction at our school.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
When applicable, incoming ELL students are grouped together with the guidance counselor for counseling. This is to help provide a smooth transition from elementary to middle school. Students are also grouped in the same class when possible so that they can provide support to one another. ESL Liason turnkeys information to school staff, including paraprofessionals, guidance counselors, and parent coordinator. Teacher attendance at professional development sessions are recorded by their signatures and maintained in the professional development binder located in the principal's office
4. 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.
The school is currently developing the structures to ensure compliance in this area. Currently, all professional learning agendas and attendance documentas are maintained in the principal's office.

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, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During the school year, MS588 provides meetings for parents focused on instructional issues, such as assessment, standards, promotional policies, and strategies for them to support students' academic progress. As part of our effort to strengthen the parental involvement, some members of our school community are bilingual and are committed to ensure communication between the school and the home.

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., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The meeting minutes and sign in sheets will be maintained by the ELL teacher. Logs of contact will be maintained by the parent coordinator and the main office. The school utilizes google translate or a staff member who may speak a native language to translate documents or for face to face communication in the school. Additionally, when a staff member is unavailable the school utilizes the DoE's interpretation and translation services.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents regularly attend PTA meetings as well as workshops that are offered for parent engagement. Parents are asked if they need translators in advance and if so, one is provided. The school's Parent Coordinator has utilized funds to purchase parent guides in multiple languages, provides parents with direct support utilizing other staff members for their interpretation services.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our partnership with The Leadership Program, a CBO, provides services to our ELL parents during montly PTA meetings. The orgainization offers bi-lingual faciliators, incentives to encourage parents to attend workshops and workshop matierals are available in Spanish. The LES is provided to parents in their native language so that they can participate in the same way as our English speaking parents. In addition, the school intendes to have its second survey, through the National School Climate Center also be made available so that the parents of ELLs can fully participate in the process.

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

PArent needs are evaluated through ongoing surveys as well as during individual conferences with parents. These surveys ask for parent input on topics for future workshops and to evaluate workshops that they have participated in. When known in advance, these surveys are provided in the home language.

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

The general needs of parents are addressed during workshops. These pertain to specific needs throughout the school year. In addition, we are currently determining the ability of our community partners to provide specific workshops for the needs of ELLs.

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.

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **18K588**

School Name: **Middle School for Art and Philosoph**

Superintendent: **B. Wilkins**

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.learnndoe.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.

Utilizing information contained in the home language survey, initial interviews with parents when students are registered, ATS and discussions at large with parents, the school has ascertained the preferred language of communication for parents whose native language may be one other than English.

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.

English
Spanish
Haitian-Creole
French Haitian

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.)

The school distributes all letter home to students translated into their home language. This includes letters home to parents, the student handbook, announcements and fliers, calendars and any memo required to be sent home from central offices. November 27, 2015, March 15, 2016 and June 26, 2016

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.

The school typically has 4 parent teacher conferences and approximately 10 informal/formal parent workshops throughout the school year. These will take place during each month of the school year. Parents have access to staff members who speak their native language and provide interpretation when needed when they visit and/or call the school.

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.

As often as possible, the school translates parent contact via letters home utilizing google translate or another on-line translation resource for dissemination. This will be the responsibility of the Language Acquisition Coordinator who handles our ELL needs within the building. In the event that we are unable to access on-line translation services, designated staff have volunteered their services.

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.

Interpretation is provided to parents via staff members any time identified parents enter the building. We currently have multiple staff who can speak all three of the identified language needs of our school community. These staff are present during parent-teacher conferences and are available to parents by appointment. When we know they are unable to attend an event, an outside contractor will be called to ensure that parents be provided with the necessary translation services.

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.)

All information will be contained in the staff handbook which is distributed at the start of the school year. Staff members have been given a copy of the "I speak..." card so that they can work with parents for over the phone interpretation when necessary.

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

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

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)

The school will continue to speak with parents to get their feedback throughout the school year. In addition to these conversations, we may develop a survey in the home languages to ensure that parents are receiving the support and service that they need so that we can make adjustments as necessary.