



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **11X144**

School Name: **J.H.S. 144 MICHELANGELO**

Principal: **ELLEN BARRETT-KELLY**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Michelangelo Junior High School 144 School Number (DBN): 11X144
Grades Served: 6-8
School Address: 2545 Gunther Avenue, Bronx , NY, 10469
Phone Number: 718-794-9749 Fax: 718-794-9755
School Contact Person: Theodore Rivera Email Address: TRivera2@schools.nyc.gov
Principal: Ellen Barrett-Kelly
UFT Chapter Leader: Karlene Turner
Parents' Association President: Brenda Evans
SLT Chairperson: Karlene Turner
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ 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)
	*Principal or Designee	
Karlene Turner	*UFT Chapter Leader or Designee	
Brenda Evans	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Audrey Henry	Member/	
Jassetia Tomlinson	Member/	
Luis Feliz	Member/	
Juliet Wilson	Member/	
John Rufino	Member/	
Theodore Rivera	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Michelangelo Junior High School is where students begin their quest for excellence. Our students learn how to become critical thinkers, problem solvers, decision makers, and caring, ethical citizens. In addition, our students are prepared for high school and college by our special emphasis on the Common Core Learning Standards. Students are engaged in rigorous activities as well as a wide array of extracurricular activities that are offered to all of our students.

Michelangelo Junior High School has an active Parent Association that works with our Parent Coordinator to communicate with parents about various events, including: student celebrations, school plays/concerts, Honor Roll breakfasts, Honor Society Night, and Family Nights. In addition, parents and students can view upcoming assignments on teacher web pages as well as monitor their child's progress via Teacherease.com. Parents are guided in the high school application process by our guidance counselors, and our graduates have been accepted into many of NYC's Specialized High Schools.

Michelangelo Junior High School is a middle school with approximately 557 students, servicing grades six through grade eight. The school population is comprised of 67% Black, 27% Hispanic, 2% White, and 4% Asian students. The student body includes 7% English language learners and 14% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2014 - 2015 was 91.3%.

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

Michelangelo Junior High School's tailored approach to professional learning has also had a profound effect on school culture. By instituting quarterly conferences for discussions of professional growth, Supervisor in Charge Ellen Barrett-Kelly has encouraged a school culture that empowers teachers to communicate more frequently with school administrators in order to receive actionable and resourced feedback on their instructional practices. Teachers also receive personalized support based on their observation data, they have become much more tuned into "on the fly" professional development opportunities. Teachers are more easily able to look beyond the evaluative aspects of *Advance* to focus on the critical development opportunities and effective structures the system presents. As they prepare for school year 2015-16, Supervisor in Charge Barret-Kelly and her team have started looking at the data from their 2014-2015 Measures of Teaching Practice (MOTP) to inform the design and planning of the school's Professional Development menu for the 2015-2016 school year.

Michelangelo Junior High School has partnered with the Middle School Quality Initiative (MSQI). Through this partnership the school has implemented 'reciprocal teaching' across disciplines and grades. In addition, Word Generation has been integrated as an interdisciplinary approach to promote literacy and vocabulary development across the core subjects. There is progress monitoring through the Degrees of Reading Powers (DRP) assessments across all grades and disciplines. In addition, Tier II and Tier III interventions have been established, and progress monitoring by school leaders and teachers occur at each level.

11X144 School Information Sheet

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	HE
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	HE
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.	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>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>Reflection: <i>Based on the 2013 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking.</i></p>		
<p>Strengths: The school’s curriculum is implemented consistently across all grades, and holds all students accountable to meeting learning expectations, including students with disabilities and English language learners, providing additional supports as needed. To ensure high levels of thinking all teachers apply the cognitive rigor matrix to instructional practices as well as in task design. In addition, all students are now programmed for reading classes and intervention math courses that requires them to engage in practical analysis of synthesizing, justifying and providing and defending their thinking. These ensure that students continuously hone their critical thinking skills, thus preparing them for the rigors, challenges and demands of higher education and future success.</p>		
<p>Need Improvement : <i>Based on the 2013 Quality Review, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking.</i></p>		

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

Part 2 – Annual Goal

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.

Throughout the 2015-2016 school year, school leaders will ensure each collaborative teacher team is utilizing a research-based protocol for looking at and analyzing student work and data. Teacher teams will use the collaborative inquiry process to identify school-wide and/or individual group needs, and will collaborate on strategies that extend higher-order thinking and increase rigor of classroom instruction for all students. The focus on integrating improved instructional strategies will help us to support a 5% increase in students meeting proficiency levels on the ELA and Math state exams. The collaborative planning and work conducted by teacher teams will be tracked by school administrators through each teacher team’s documentation binder, as well as through our online tracking system.

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>September 2015, the principal will work with the schools' programmer to schedule and School Programmer Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Learning opportunities every Monday along with a professional development plan</p>	<p>Teachers</p>	<p>During the 2015-2016 school-year, the principal will work with the school's programmer to embed Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program and will work with the Professional Learning Plan Committee to provide teachers with professional learning opportunities</p>	<p>School Principal and School Programmer will provide Common Planning Time, Teacher Team/Inquiry Team and Interdisciplinary Team times within the school program as well as institute Professional Developments every Monday along with a Professional Development plan</p>
<p>During the 2015-2016 school-year, the curriculum</p>	<p>Teachers</p>	<p>During the 2015-2016 school-year, the curriculum team</p>	<p>Curriculum team will provide training sessions on</p>

team will provide training sessions on modeling teacher team practices and protocols and will implement the use of the Word Generation program. (SOP 3.3; 3.4)		will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generation program	modeling teacher team practices and protocols and will implement the use of the Word Generation program.
On a quarterly basis, the principal and curriculum team will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject, and department in order to share findings with teachers.	Teachers	During the 2014-2015 school-year, the principal and curriculum team will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers	Principal and curriculum team will analyze and aggregate scores from the Degrees of Reading Power (DRP) assessment by grade, subject and department and findings will also be shared with teachers and analyzed by teacher teams
During the 2015-2016 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times. (SOP 3.3)	Teachers	During the 2015-2016 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times.	Curriculum departments, teacher teams, coaches and Assistant Principals will develop rigorous units of study via the teacher team and common planning time.

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. Common planning periods will be embedded into the school day schedule.											
2. Word Generation will be used across disciplines to promote interdisciplinary instruction and teaming.											
3. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.											
4. Monday professional development sessions will be scheduled to support enhancing teacher practices from <i>Teach Like a Champion</i> .											
5. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.											
Cabinet meeting times will be scheduled every Tuesday to evaluate calendar of collaborative practices.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside	X	21st 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.

Targets:

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

Timeline:

- During the 2015-2016 school-year, the principal and programmer will provide Common Planning time, Teacher Team/Inquiry Team time, and Interdisciplinary Team times within the school program and will develop a professional learning plan with their Professional Learning Committee to provide teachers with a variety of professional development opportunities every Monday.
- During the 2015-2016 school-year, the curriculum team will provide training sessions on modeling teacher team practices along with protocols as well as implement the use of the Word Generations program.
- During the 2015-2016 school-year, the principal and curriculum team will assess and aggregate scores from the Degrees of Reading Power (DRP) assessment to assess teacher team data by grade, subject and departments.
- During the 2015-2016 school year, the principal and administrative team and curriculum team will establish opportunities after-school to work on strategies from *Teach Like a Champion* in order to enhance teacher practice and to share our best practices.
- During the 2015-2016 school year, rigorous units of study will be developed by curriculum departments, coaches, and Assistant Principals during the teacher team meetings and common planning time.

During the 2015-2016 school year, the principal and Assistant Principal will implement a quarterly calendar of meetings to address and inform collaborative practices.

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.	E
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.	E
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>Based on the J.I.T. from the 2010-2011 school year, the report stated the following: “ A recently revised code of conduct for the school is not strictly and consistently enforced. Not all teachers follow the code of conduct, for example, the introduction of a rule to walk on the right side of the hallways is not modeled by the teachers, and therefore students do not follow the code either”.</p> <p>Strengths: Under the school’s new administration, beginning in August 2011, Principal Suspensions decreased by 75% while Superintendent’s suspensions decreased by 50% over the last three school years (2012, 2013, 2014). In addition, data from the Learning Environment demonstrate that JHS is meeting the target percentage, 85.7%, with regard to school culture. Furthermore, JHS 144 has made extensive partnerships with Lincoln Center for the Arts, Sports and Arts, MSQI and “Write Here, Write Now” (Theatre Based Grant) as well as Project Boost through Senator Klein’s office.</p> <p>Needs Improvement: JHS 144’s operational team, Special Education Department as well as the School Based Support team will be monitoring and assessing Special Education students’ suspension data. In addition, the three constituencies will be partnering with the school Guidance department placing emphasis on social and emotional interventions promoting personal /academic behaviors, peer interactions, press toward academic achievement and classroom personalism</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 2016, school leaders will work to improve the school's learning environment by integrating Positive Behavioral Interventions and Supports (PBIS), student centers, and various student activities in all grades; resulting in a 5% decrease in the number of principal and superintendent suspensions for students with a disability. Data from OORS and Google Drive reports will be used by school leaders to track progress.

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>1. Research-based instructional programs, professional development, and/or systems and</p>	<p>Special Education Students</p>	<p>During the 2015-2016 school year, School Principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as</p>	

<p>structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>Activities that address the Capacity Framework element of Trust</p>		<p>look at data on disproportionality.</p>	
<p>In September 2015, school leaders will update school-wide discipline policy and will collect and analyze administrative data to identify racial and ethnic disproportionality rates. (SOP 5.2; 5.5)</p>	<p>Special Education Students</p>	<p>During the 2015-2016 school year, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual</p>	
<p>In August 2015, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual (SOP 5.2)</p>	<p>Special Education Students</p>	<p>During the 2015-2016 school year, school leaders including the principal, Assistant Principals, and Deans will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.</p>	
<p>In September 2015, school leaders including the principal, Assistant Principals, and Deans will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors. (SOP 5.2; 5.3; 5.4; 5.5)</p>	<p>Special Education Students</p>	<p>During the 2015-2016 school year, Assistant Principal and Anti-Bullying Coordinator will develop and conduct a staff mid-year survey as well as develop and conduct a student mid-year survey.</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.

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

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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	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.

Benchmarks:

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

8. On a weekly basis, the Phys. Ed. teacher will evaluate the implementation of the Student Recreational Center and Student Fitness Center.

9. Principal, Assistant Principals and Guidance Counselors will evaluate Guidance After-School Programs on a yearly basis .

Timeline:

1. During the 2015-2016 school year, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data on disproportionality.

2. During the 2015-2016 school year, the principal will partner with Office of Safety and Youth Development as well as incorporate strategies from the Pre-Referral Intervention Manual and *Teach Like a Champion* .

3. During the 2015-2016 school year, school leaders including the principal, Assistant Principals, School Leadership Team and Deans will align guidance interventions and will conduct monthly assemblies to address student behaviors.

4. During the 2015-2016 school year, Assistant Principal and Deans Coordinator will develop an online tracking tool using Google Chrome.

5. During the 2015-2016 school year, the principal and Deans will track OORS reports and Google Drive for incidents and suspensions.

6. During the 2015-2016 school year, the principal will realign the roles and responsibilities of the Deans.

7. Throughout the 2015-2016 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive carnivals.

8. Throughout the 2014-2015 school year, Phys. Ed. teacher will implement the Student Recreational Center and Student Fitness Center.

Throughout the 2014-2015 school year, the principal, Assistant Principals and Guidance Counselors will create and implement the Guidance After-School Program.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	HE
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Based on the 2012-2013 Quality Review, The school expends considerable efforts in encouraging teacher risk-taking and emphasizing modeling as a non-negotiable for all lessons. Teachers, tapping into student interests and age-appropriate issues such as whether New York City school busses are an appropriate place for marketing junk food, censorship, the death penalty, dating violence, and military recruitment on school campuses, assure that students have a connection and interest in new learning. To ensure that all students are actively engaged, the use of technology including iPads, modeling and student led discussion are routine practices within classrooms. Planning documents for instruction include tiered and scaffold questioning to assure that all students are met at their level, including students with disabilities and English Language learners. Professional development opportunities build awareness of the importance of high levels of rigor in both planning and implementation of tasks. However, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking (Proficient Rated).</p> <p>Strengths: In previous years, teachers often were unable to attend all of their preferred in-house PD sessions due to schedule conflicts. Now, with dedicated PD time each Monday after school, teachers are able to focus more on specific areas of development that are relevant to their current teaching practice and desired areas of growth. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PD has increased the overall effectiveness of the PD program. Supervisor in Charge Barrett-Kelly has noticed improvements in teacher performance over time, as measured by observation ratings and data supports this noticing.</p> <p>Michelangelo Junior High School’s tailored approach to PD has also had a profound effect on school culture. By instituting quarterly conferences for discussions of professional growth, Supervisor in Charge Barrett-Kelly has</p>		

encouraged a school culture that empowers teachers to approach administrators on a more regular basis . Additionally, because teachers receive personalized support based on their actual observation data, they have become much more tuned into “on the fly” development opportunities and have been more easily able to look beyond the evaluative aspects of *Advance* and focus on the development opportunities the system presents . As they prepare for school year 2015-16, Supervisor in Charge Barrett-Kelly and her team have started looking at the data from their 2014-2015 Measures of Teaching Practice to inform designing what their PD menu may look like in the upcoming school year.

Part 2 – Annual Goal

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

Throughout the 2015-2016 school year, there will be teacher facilitated differentiated professional learning for all instructional teachers will participate in professional learning opportunities and will collaborate on improving their classroom strategies and lesson planning ; resulting in an a 5% increase of teachers moving from a rating of ‘Developing’ to an ‘Effective’ rating on their final Measure of Teacher Practice (MOTP) rating. Teachers will receive professional development focusing on strategies for incorporating critical thinking questions, and discussion opportunities, within their daily lesson planning. Teacher participation in professional development will be tracked through attendance documentation and the 144 Online Observation Tracking Tool.

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>In September 2015, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction (SOP 4.2)</p>	<p>APs, Professional Learning Committee and teachers</p>	<p>On a monthly basis, School Principal, Professional Learning Committee and Programmer will evaluate the opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>	<p>School Principal, Professional Learning Committee and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction</p>
<p>During the 2015-2016 school year, Principal, Assistant Principals and Professional Learning Committee will provide targeted intervention through a variety of professional learning and academic intervention opportunities including Tier 2 and Tier 3 interventions, emphasis on Reciprocal</p>	<p>APs, Professional Learning Committee and teachers</p>	<p>On a monthly basis, Principal and Assistant Principals will evaluate targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as evaluate the Reciprocal Reading strategy as well as evaluate the teacher teams.</p>	<p>Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing</p>

<p>Reading, and establishing protocols/norms for teacher teams to support improved student achievement. (SOP 4.2; 4.5)</p>			<p>teacher team and meeting norms.</p>
<p>Throughout the 2015-2016 school year, teachers and coaches will collaborate to ensure that the level of rigor of questions and student tasks within lessons and units are extended to allow all students to engage in higher-order thinking aligned to Webb’s Depth of Knowledge (DOK), the Cognitive Rigor Matrix, and the Danielson Framework. (SOP 4.3)</p>	<p>APs, professional learning committee, department chairs, teachers</p>	<p>On a monthly basis, evaluate teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson</p>	<p>Teachers, professional learning committee and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson</p>
<p>Teachers, Assistant Principals, and department chairs will collaborate to analyze quantitative and qualitative student data, quarterly and weekly, and will adjust lessons and unit maps based on their data findings. Department chairs and members of the professional learning committee will also provide professional development on questioning, lesson planning, and other instructional practices with an emphasis on the teaching strategies outlined in <i>Teach Like a Champion</i> . (SOP 4.3; 4.5)</p>	<p>APs, coaches, department chairs, teachers</p>	<p>On a quarterly basis and during weekly teacher team meetings, teachers, A.P.’s and Department Chairs will evaluate at how teachers look student work(data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will evaluate professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in “Teach Like a Champion”.</p>	<p>Teachers, A.P.’s and Department Chairs will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Department Chairs and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in “Teach Like a Champion”</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>
<p>1. Teach Like a Champion text and workbook, Peer Instructional Coaches, Demonstration Teachers, Monday Professional Learning time slots, Common Planning Periods, Assistant Principals, Danielson Framework, Generation Ready Consultants, MSQI coaching. Common Planning Periods</p> <p>2 Teacher Team Periods</p> <p>3 Monday professional development sessions</p>

4 After-School professional development sessions

5 Differentiated professional development tool

6 Professional Periods for Intra-visitations

7 Weekly cabinet meetings

8 After-school meetings with Network/Cluster personnel

9. Curriculum team will conduct classroom visits to assess progress of instructional practices throughout the school

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	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.

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

Timeline:

1. During the 2015-2016 school year,, School Principal and Programmer will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction

2. During the 2015-2016 school-year, Principal and Assistant Principals will provide targeted intervention Professional Developments to raise student performance through the use of Tier 2 and Tier 3 intervention as well as provide teachers with an overview of Reciprocal Reading and establishing teacher team and meeting norms.
3. Throughout the 2015-2016 school year, teachers and coaches will engage staff in unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
4. During the 2015-2016 school year, on a quarterly basis and during weekly teacher team meetings, teachers, APs and Instructional Coaches will look at student (data analysis; quantitatively and qualitatively) to adjust lesson plans and unit maps as well as Coaches and curriculum team will provide professional development on questioning, lesson planning, etc. with emphasis on the skills addressed in *Teach Like a Champion* .
5. During the 2015-2016 school year, the principal, school's programmer and Assistant Principals will provide time/schedule to conduct intra-visitations.
6. During the 2015-2016 school year, principal, school's programmer and Assistant Principals will provide time/schedule to conduct inter-visitations with other schools to share best practices and provide professional development on practical strategies for ELLs and students with disabilities .
7. During the 2015-2016 school year, administration will make use of Advance to conduct frequent observations and classroom walkthroughs while providing teachers with timely feedback based on 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	HE
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	HE
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	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>Based on the 2013 Quality Review, it stated the following: The school has developed an Observation Tracking Tool (OTT) that enables teachers and administrators an extremely flexible platform to provide feedback to all teachers on any selected elements from the <i>Framework for Teaching</i> as well as any progress or challenges that remain as staff implements other school initiatives. The OTT captures both quantitative and qualitative evidence of progress for each teacher on a range of school initiatives and includes recommendations for future success. For example, teacher's developing pedagogy in areas as specialized as "How do we effectively express our ideas in a writer's notebook?", and "How do we evaluate and interpret how the events in a story affect the characters in the story?" are evaluated on a rubric and tracked for growth over time. Additionally, school initiatives such as implementation of Socratic Seminar and the ability to integrate peer assessment into classroom lessons along with specific elements of the research-based common teaching framework are also accurately captured and result in effective feedback on practice and student work. The data harvested from the OTT drives the school's professional development plan. Since all administrators can input observation data at multiple points over time, teacher profiles therefore consider data from these multiple perspectives ensuring that informed decisions regarding professional development, teacher teaming and peer mentoring lead to improved student performance.</p> <p>Strengths: School Administration looked at observation data from the previous year to determine trends in teacher practice, instructional challenge areas, and opportunities for staff leadership and growth. He saw that, overall, the teaching staff could use additional support in implementing three specific Danielson <i>Framework for Teaching</i> components: 2d: Managing Student Behavior, 3b: Using Questioning and Discussion Techniques, and 3c: Engaging</p>		

Students in Learning. Further examining the data, he also was able to identify teachers who demonstrated consistently strong practice in one or more of those components, and realized he could engage those teachers by asking them to consider leading PD sessions that capitalized on their strengths.

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

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

Part 2 – Annual Goal

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

By June 2015, school leaders will allocate funds to purchase and integrate hardware, software, books, and instructional intervention programs to ensure all staff and students are provided with up-to-date resources that help to engage scholars, and help prepare them with the skills they will need for high school readiness. Achievement of this goal will be evidenced through the increased amount of software and hardware used for instructional purposes throughout the school, as observed by school leaders through classroom visits and observations. The increase of student engagement will be evidenced through 5% increase of students DRP scores.

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>In September 2015, the principal will align budgetary sources to purchase hardware: SmartBoards, iPads, iMacs, Mac books.</p> <p>In September 2013, Principal will align budgetary sources to purchase software: Achieve, i-Ready Math/ELA, Rosetta Stone, and MYon Reader.</p>	<p>Whole School</p>	<p>Monthly budget meetings will take place with budget personnel to implement the hardware plan of action</p>	<p>Principal</p>
<p>During the 2015-2016 school year, the principal will align budgetary sources to create Book Clubs, Regents Prep program, Specialized High-School test prep, after-school classes, and Saturday</p>	<p>Whole School</p>	<p>Beginning September 2015, the school will make budgetary moves necessary to support the afterschool programs</p>	<p>Principal</p>

and morning programs with funding for per-session for supervisors and teachers .			
In September 2015, the principal will align budgetary sources to implement professional learning opportunities	Teaching Staff	Monthly budget meetings will take place with budget personnel to implement PL opportunities	Principal
On a quarterly basis the administration will host feedback sessions to evaluate status of programs and resources.	Whole School	Monthly budget meetings will take place	Principal

Part 4 – 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. Budget meetings will take place with budget personnel to implement the hardware plan of action.											
2. Budget meetings will take place with budget personnel to implement the software plan of action.											
3. Budget meetings will take place with budget personnel and Assistant Principals to implement the various after-school programs.											
4. Budget meetings will take place with budget personnel to implement Professional Learning Opportunities to support teacher pedagogy.											
5. Principal, Assistant Principals and coaches will meet on monthly basis to assess impact of the afterschool programs as well as software/hardware/library resources.											
Principal and Assistant Principals will sit in on teacher teams to assess the teachers’ practices with regard to analyzing data.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st 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.										
1. By the end of the 2015-2016, all classrooms will have SmartBoards, iPads, iMacs, Mac books .										
2. By the end of the 2015-2016, all staff will have access to , Achieve, I-Ready Math/ELA, Rosetta-Stone, MYon Reader.										
3. By the end of the 2015-2016, all students will have been offered opportunities Book Clubs, Regents Prep program, Specialized High-School test prep, After-school classes, and Saturday and morning programs.										

4. By the end of the 2015-2016, all staff and students will have access to new guided reading libraries and classroom libraries.
5. By the end of each quarter, administration will evaluate the impact of all the programs and resources.
6. By the end of each quarter, administration will evaluate the impact of the teacher team initiatives as well as the Professional Learning opportunities.
7. During each teacher's quarterly conference the teachers will provide feedback as to which professional learning opportunities were most useful and which professional learning opportunities they would like to receive during the next quarter. This feedback will support the Professional Learning Committee's professional development plan and will involve teachers.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>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>Based on the 2013 Quality Review, it stated the following: An enhanced version of TeacherEase, an electronic on-line reporting system, permits students and families real-time progress report data without any gap or lag. Emails inform parents of student progress and when the most current marking period data will be available. This means the data displayed reflects current status of all student work, homework assignments, attendance as well as interim and summative performance results. A phone APP linked to the Triad of Communication ensures that parents remain in an effective communications link with the school. This triad includes the school website, along with the on-line grade book (TeacherEase), and a teacher read-only website that collectively, deliver information based on grades, assignments, events, plans, student conduct and next learning steps, While most families have internet access at home, the Parent Coordinator maintains a fail-safe bank of computers available in her office for any families who may need to log on at school. The school artfully uses all these systems to promote parent nights and high school readiness. In addition, many students are encouraged to take matriculated courses that enable them to take college credits in their junior and senior years of high school thus making even more explicit the connections to high expectations for college and career readiness.</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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2015-2016 school year, school leaders and staff will promote the continued use of the online grade-book, Skedula, and the school’s automated messenger system, School Messenger. School leaders will conduct monthly checks to ensure teachers update Skedula; ensuring teachers are providing parents with important information regarding their child’s academic progress. School administrators will track that parents and students are using Skedula and are receiving important news updates from SchoolMessenger; to help keep them informed of the academic progress of their child, resulting in a 15% increase of students passing their core courses.

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>Throughout the 2015-2016 school year, the principal and various staff members will conduct staff trainings on the use of Skedula and provide literature and letters to parents explaining</p>	<p>Teachers, parents, students</p>	<p>On a monthly basis, the principal and various staff members will conduct staff trainings on the use of SKedula and provide literature and letters to parents explaining the rationale behind the program</p>	<p>Principal and various staff members will conduct staff trainings on the use of Skedula and provide literature and letters to parents explaining the rationale behind the program.</p>

the rationale behind the program. (SOP 6.5)			
Throughout the 2015-2016 school year, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator . (SOP 6.2; 6.3)	Teachers, parents, students	On a monthly basis, the principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator	School Principal and various staff members will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.
On a quarterly basis, the school's administrators will monitor the use of SKedula and School Messenger. (SOP 6.5)	Teachers, parents, students	On a quarterly basis, school administrators will monitor the use of SKedula and School Messenger	Administration will monitor the use of Skedula and School Messenger
Throughout the 2015-2016 school-year, the principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to conduct parent technology nights to promote online communication program. (SOP 6.3)	Teachers, parents, students	On a monthly basis, the principal will coordinate with Homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator to provide parent technology nights to promote an online communication program.	Principal will coordinate with homeroom teachers; parent submission of emails to enroll in the program as well as work with the Parent Coordinator will conduct parent technology nights to promote online communication program

Part 4 – 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. Monday, monthly staff meetings afterschool											
2. Family Nights/Informational Nights (Evening times)											
3. Twice a month, during cabinet meetings afterschool											
Professional Periods											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant	X	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.

Targets:

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

Timeline:

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

Part 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)	State exam data, DRP data, report card information, teacher referral, department referral	Wilson Intervention Program, Just Words, i-Ready, Achieve 3000, AIS, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, during the school day, lunch time, after-school, Saturday school
Mathematics	State exam data, DRP data, report card information, teacher referral, department referral	i- Ready, AIS	Small group, one-to-one, tutoring	Before school day, during the school day, lunch time, after-school, Saturday school
Science	State exam data, DRP data, report card information, teacher referral, department referral	Regents Preparatory Academy, Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, zero intervention period, during the school day, lunch time, after-school, Saturday school
Social Studies	State exam data, DRP data, report card information, teacher referral, department referral	Reciprocal Reading	Small group, one-to-one, tutoring	Before school day, during the school day, lunch time, after-school, Saturday school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SBST referral, Teacher referral, Dean referral, parent request, AP referral, Principal referral, agency referral	At-risk counseling, Response to Intervention, Positive Behavior Incentive Support Program, Student Incentive Programs , PPC team, PPT (Attendance team), At risk counseling (Counselors and or SAPIS), RTI, PIP plans, functional behavioral counseling, academic counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk	Small group, one-to-one, tutoring	Lunch time, regular school day, after-school .

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

1. ELL workshops for Assistant Principals
2. Instructional Rounds
3. Principal led Professional Development for Assistant Principals and Teachers
4. Central led Professional Developments
5. Lincoln Center for the Arts training for all staff and faculty

MSQI training for administrators and teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

3b. TA Coordination with the Regular Program

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

n/a

Part 4: SWP Schools Only

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

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

Default on Measures of Student Learning. MOSL committee formed to select local measures of student learning (MOSL) for all teachers. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments (MOSL aligned assessments). Professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and the school's designated network Achievement Coach.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	388,537.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,291,949.00		

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g.,

semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

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. **[School name]**, 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) Template

[School name] , 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELA and Math Afterschool Program

For the ELLs who are tested after one year of English schooling and all ELLs, we have instituted an ELL Academy. This program builds upon the strength of the school day content area study and language development and Math skills in a small group setting. The ELL Academy will service students in grades 6-8 with both a Math Certified Teacher and an ESL certified teacher. There will be one group of 15. The teachers that will service this group is a certified ESL teacher and a certified math teacher. The program will take place from December 15, 2015 to March 15, 2014 for 12 weeks from 2:05-5:05 on Tuesday, Wednesdays, Thursdays for 3 hours each session. The ESL/Math teachers will differentiate instruction and work with academic language development. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and is paid from other funding sources. Students will be able to work with a literacy program to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. Students will be prepared for the ELA and Math state assessments. The NYSESLAT Academy will service students in grades 6-8. There will be two groups of 10-15 students per group. The teacher that will service this group is a certified ESL teacher. The program will take place 3 days a week from March 15th through May 20th for 12 weeks from 2:05 to 4:05 for 2 hour each session. There will be a supervisor to maintain a safe environment and ensure quality instruction. The supervisor already oversees other after-school programs and will be paid from other funding sources. Students will be able to work with literacy programs to enforce their literacy skills such as language development, vocabulary development, phonics and reading comprehension skills. This program will focus on preparing the students for the NYSESLAT Assessment. A content area math teacher will teach a Title III program, he will be co-teaching and co-planning with a ESL certified teacher. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers. The teacher will use NYSCCLS: Mathematical Practices. Students will be grouped based on baseline exam of common core aligned mathematics questions, as well as proficiency. The instructional focus of the program is that the students will be able to achieve the following based on mathematical practices. NYSCCLS: Mathematical Practices

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

MP.2: Reason abstractly and quantitatively.

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

MP.4: Model with mathematics.

MP.5: Use appropriate tools strategically.

MP.6: Attend to precision.

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

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

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

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

Part C: Professional Development

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

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

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

- Topic 1: Blueprint for English Language Learners Success

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

Audience: Teachers of English Language Learners

Date: October 27, 2014

Provider: Cluster Liasion

- Topic 2: Unlocking the Reaseach on English Learners

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

Audience: Teachers of English Language Learners

DAte: November 10, 2014

Provider: Cluster Liasion

- Topic 3: Specific Considerations for Teachers of English Language Learners

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

Date: January 26, 2014

Provider: Certified ELL teacher

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

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

Part D: Parental Engagement Activities

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

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

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

- Topic 1: Academic Language Proficiency

Rationale: Research based opportunities for proficiency

Name of Provider: Certified ELL teacher

Audience: Parents of school community

Time frame: 5:00-6:00

- Topic 2: High school admissions process

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

Name of provider: Certified school counselor and Assistant Principal

Audience: Parents of school community

Time frame: 5:00-6:00

- Topic 3: Rosetta stone

Rationale: To assist parents with learning the English language

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

Audience: Parents of school community

Time frame: 5:00-6:00

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____

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

Allocation Amount: \$ _____

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

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 11	Borough Bronx	School Number 144
School Name Michaelangelo		

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 Mrs. Ellen Barrett-Kelly I.A.	Assistant Principal Ms. Emily Giblin I.A.
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ms. Joanne Verrino	School Counselor Mrs. Cindy Larin
Teacher/Subject Area N/A	Parent Mrs. Latisha Beretervide
Teacher/Subject Area N/A	Parent Coordinator Ms. Rhonda Clarke
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Ms. Meisha Ross Porter	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <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)	489	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
------------------------------------------------------	------------	----------------------	-----------	-----------------------------------------------	--------------

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
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	11
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	6

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	17		4	14	3	5	6		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---------------------------------------------------------------	-------------------------------------------------------------

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							9	7	12					0
Chinese							1							0
Russian														0
Bengali														0
Urdu									2					0
Arabic									3					0
Haitian							1							0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	3					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)							4	2	12					0
Emerging (Low Intermediate)							1							0
Transitioning (High Intermediate)									1					0
Expanding (Advanced)							5	4	8					0
Commanding (Proficient)								2						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	4	0	0	0
7	4	0	0	0	0
8	11	2	0	0	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	9		1		1				0
7	4								0
8	13		2						0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>Q</u>				
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 <u>0</u>				
Other <u>0</u>				
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.
The assessment tools our school uses to assess literacy skills of ELL's are DRP, WIST, TOSWR (Test of Silent Word Recognition) and NYSESLAT. Students are administered the DRP in September, January, and May. Based on the text comparison chart, teachers are informed of the reading level of the students. If the student scores are below 45, the student is administered the WIST, TOSWR and FP. This allows administrators to schedule the student for Wilson, Just Words or Guided Reading. This allows students to be tracked by data as to their progress. These assessments assist staff in identifying the skills and strategies that students need assistance with and are used for placement in intervention programs. This information guides classroom instruction and enables teachers to differentiate instruction based on student needs. School-wide goals as set out in the CEP are also developed bases on the identified needs. The CEP goals reflect the need to focus on and improve ELL achievement.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Many of our students demonstrate strong speaking skills, however, there is need for improvement in Listening, Reading and Writing as revealed through the NYSESLAT and the LAB-R. According to the test, 0% of grade 8 students scored as commanding on the 2015 NYSESLAT, 33% were Expanding, 9% were Transitioning, 0% were Emerging, 28% were Entering. 28% of grade 7 students scored as commanding on the 2015 NYSESLAT, 50% were Expanding, 0% were Transitioning, 12% were Emerging. 0% were Entering. 0% of grade 6 students scored as commanding on the 2015 NYSESLAT, 50% were Expanding, 0% were Transitioning, 10% were Emerging, 20% were Entering.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school uses the AMAO tool and NYSESLAT data to create goals and next steps for students and teachers so that they can reach the AMAO goal of having %15 of our students reach commanding. Through the data we are able to not only pinpoint how students have scored overall but strategically design materials and interventions that can address skill gaps in each modality. Our 2014-2015 NYSESLAT scores indicate that writing is the lowest modality amongst the four that the NYSESLAT measures. Thus, a push in writing has been enacted across the content areas. Teachers are using CCLS aligned writing rubrics in all of the content areas. Additionally, all

content area teachers are using the same writing techniques to ensure that there is continuity not only in ESL/ENL classes but in ELA and other areas, as well. Teachers analyze the writing during teacher teams to ensure that skill gaps are being addressed.

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

Based on the NYSLAT test data, students struggle the most with writing. The discrepancies between reading and writing indicate that while students are making gains in their comprehension of texts they are struggling to express their understandings in writing. Historically, listening has been the area of greatest difficulty for students. This shift indicates that we have made gains in listening but need to provide more targeted support and scaffolding with writing.

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](#).]

Our school uses the RTI framework to ensure that the ELL students are receiving appropriate interventions and supports to ensure their academic success. Our school has created rigorous curriculum that is not only cross curricular but completely CCLS aligned. The curriculum is evaluated during our Teacher Team time and Common Planning. Teachers meet twice a week to analyze student work and to identify skill gaps. Then, teachers use research based strategies to address the skill gaps during their classtime. JHS 144 has a school wide assessment system that offers four CCLS aligned assessments (1 per quarter) and masteries (small snapshot exams) that occur before each quarterly. Those masteries provide a quick assessment of a students mastery of a particular standard. If the student does not meet the benchmark score then an intervention is provided that targets the standard. Students are then offered a retest. For students that require intensive intervention (as indicated by their masteries or DRP) they are invited to our afterschool program and Saturday Academy for more one on one support. Also, during their stand alone sessions they are provided with more individual support.

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

Teachers provide ELL/ENL modifications in every lesson and every unit includes resources, modifications and strategies that teachers can use to ensure that a student's language development is being considered in instructional decisions. Furthermore, the inclusion of the ENL teacher on various teacher teams ensures that the strategies being used to address skill gaps at large are also appropriate for ELL/ENL students. Through the DRP and school wide assessment system teachers can routinely assess whether or not students are meeting their designated goals. Through the use of Mastery assessments, Quarterly exams, culminating tasks in subject areas and NYSESLAT scores, we have evaluated the success of our program. Results of the NYSESLAT and NYS Math, ELA and Science exams are used to determine whether we are meeting AYP.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N /A

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

Through the use of Mastery assessments, Quarterly exams, culminating tasks in subject areas and NYSESLAT scores, we have evaluated the success of our program. Results of the NYSESLAT and NYS Math, ELA and Science exams are used to determine whether we are meeting AYP.

Part IV: ELL Identification Process

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

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 identification of those students who may possibly be ELL's includes administering the Home Language Identification Survey (HLIS) and the NYSITELL. Parents are interviewed at the time of student registration and asked to complete the Home Language Identification Survey. Spanish speaking parents who need assistance at enrollment are assisted by bilingual staff members Ms. Lopez (guidance counselor) or Mrs. Cindy Larin (guidance counselor). Ms. Verrino, a licensed pedagogue administers the HLIS and conducts the initial informal interview. Forms that need to be filled out at registration are provided in the home language as well as

English. When necessary, the Translation Unit number is called for assistance with languages not spoken by the staff. Within 10 days of enrollment the NYSITELL is administered to the student. Spanish-speaking students who do not demonstrate proficiency on the NYSITELL are subsequently given the Spanish LAB-R. The NYSITELL is administered by the ELL Teacher, Mrs. Verrino. An entitlement letter and Program selection letter is sent home after NYSITELL results indicate the student is entitled to services. The NYSESLAT is given to all ELL students, during the timeframe of the New York State administration. Students who need to take the NYSESLAT are identified by the information on the RLAT ATS report. Ms. Verrino administers the Listening, Reading and Writing components of the NYSESLAT to groups of students - one group per grade level. She administers the Speaking component to individual students during the testing timeframe. The results of the NYSESLAT are used to evaluate the ongoing needs of the students.

2. 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).

Within the first 30 days of enrollment, SIFE students are identified through their initial oral interview and the reflective prompts that ask families to detail education in their countries of origin or any previous education, Ms. Verrino is able to determine if the child is considered a SIFE student. Additionally, the SIFE questionnaire is provided that explains the first language and any additional languages learned by the student, previous educational experiences and a family history. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS) Finally, Ms. Verrino and the classroom teacher are also able to view student work to determine if there may be red flags that indicate there was interrupted education.

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).

Students with IEPs are identified through the initial interview and questionnaire and subsequent inquiries with school personnel to identify their classification. The LPT team: Mr. Fallo (Special Education Director), Ms. Giblin (Assistant Principal I.A.), Ms. Verrino (ENL Teacher) and the student's parent or coordinator and a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands. Initially, the LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development through his or her history of language use in the school and home or community, the results of the individual evaluation of the student conducted in the student's home language and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee.

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.

Upon the initial interview and questionnaire, a parent will be informed that the student will take the NYSITELL. After Ms. Verrino tests the students the letters will be printed and distributed for the parents information.

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. Verrino, the ELL/ENL teacher explains this during her initial interview with parents and during subsequent meetings such as the ELL orientation. Ms. Verrino also provides written correspondence in parents' preferred language regarding the right to appeal. Original copies are kept in the ELL file in the Assistant Principal, Ms. Giblin's, office and Ms. Verrino maintains a copy as well. All written correspondence and original documents are maintained in Ms. Giblin's office.

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.

To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free Standing ESL) a parent orientation meeting is held, and the parent is supplied with the appropriate information. Ms. Verrino explains the three types of programs and answer parent questions. A native Spanish-speaking pedagogue provides translation services for Spanish-speaking parents. If translation services for other languages are needed, the Office of Translation Services is contacted to provide assistance. The Parent Coordinator, follows-up with parents to insure that the Program Selection letter is returned and parent choices can be honored. Copies of the Program Selection letter are maintained in files by the Pupil Personnel Secretary and in the ELL compliance binder. An ELL Parent Orientation meeting is held in October for all ELL parents. Parents or students who enroll after October are provided with an orientation by Ms. Barrett or Ms. Hendry at the time of registration. Ms. Verrino sends home

entitlement letters and program selection letters based on the results of the NYSITELL. Ms. Verrino follows up to make sure program selection forms are returned and the ELPC screen in ATS is updated.

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.
Ms. Giblin and Ms. Verrino host an orientation that explains to parents how important certain documents are. Also, Ms. Verrino explains those in her intital interviews and meetings with parents. All original documents are stored and maintained in a binder in Ms. Giblin's office. Ms. Verrino maintains a copy of the original for her records. Ms. Verrino checks off the students who have received their letters and checks off those who have returned them. In the event that a parent chooses a program that the school does not offer such as DL or TBE then Ms. Verrino and Ms. Giblin will reach out to the borough support specialist for steps on referring the parent and student to their desired program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Ms Verrino, the ELL teacher communicates with parents in tandem with the Parent Coordinator. They then compile the necessary documents with Ms. Giblin the ESL coordinator in a compliceance binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
The placement letters are distributed by Ms. Verrino, the ELL teacher, and she collects the Parent Survey and Program Selection forms, which are then kept on file in the Compliance Binder. The common trend in program choices is that parents have requested free standing ESL.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The placement letters are distributed by Ms. Verrino, the ELL teacher, and she collects the Parent Survey and Program Selection forms, which are then kept on file in the Compliance Binder inside the Assistant Principal, Ms. Giblin's office. Ms. Verrino also maintains a copy for her records. Original HLIS is kept in students' cumulaivve foldre and is signd and dated. The common trend in program choices is that parents have requested free standing ESL.
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.
NYSESLAT eligibility is determined through the RLAT and RLER ATS reports. Students are scheduled to take the Listening, Reading and Writing components in the same test band. Each student is individually scheduled to take the speaking component. The ESL Coordinator assists the ESL teacher with the speaking and writing test scoring. Numerous make-up sessions are held to insure completing the testing of all students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
After the initial ELL ATS reports are run, Ms. Verrino compiles a list of students who need to receive entitlement letters. The entitlement letters are distributed by Ms. Verrino, the ELL teacher, and she collects the Parent Survey and Program Selection forms, which are then kept on file in the Compliance Binder in the assisitant principal, Ms. Giblin's office. Ms. Verrino also maintains a copy for her records. She checks off who has received an entitlement letter to ensure all students have the necessary documentation. The common trend in program choices is that parents have requested free standing ESL.
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).
6. Since there have never been any parents who have requested a Transitional Bilingual or Dual Language program, our current free-standing ESL program is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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 Freestanding Model is comprised of a stand alone and integrated model. At Michelangelo we have a stand alone and integrated program for all ESL students. Students receive small group instruction during the stand alone time in Ms. Verrino's class and integrated support during regular class time. The services are provided in each grade and according to their NYSITELL and NYSESLAT results. Classroom libraries are available in the students' native languages and content area resources are also available for ELL students.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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)?

Our school assures that the mandated number of instructional minutes is provided according to proficiency levels in its program model. Entering students receive 360 minutes of ENL support (180 stand alone ENL class and 180 integrated in ELA). Emerging students receive 360 minutes of ENL support (90 minutes of ENL stand alone, 180 of integrated ELA and 90 min of flexibility where students can receive integrated support in other content areas). Transitioning students receive 180 minutes of support (90 minutes of integrated ELA and 90 minutes of stand alone or integrated in another content areas). Expanding students receive 180 minutes of integrated support in one of their core content areas. Finally, commanding students receive 90 minutes of integrated support in any content area.

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 content areas are taught in English and supported in the stand alone and integrated models. This is done through block programming models. Instruction is differentiated for the ELL subgroups. All ELL students follow the school-wide block program for content area instruction. Content area vocabulary and concepts are reviewed and reinforced. During stand alone time, apriori teaching is used to ensure some background before attending the integrated class. During the integrated class, visuals, graphic organizers, glossaries and manipulatives are used to modify for ELL students. All students also participate in the school-wide Word Generation program which aids in language acquisition. Students are grouped according to their NYSESLAT levels as well as their DRP levels. Lessons are focused on both independent levels as well as their instructional levels. All units of study are Common Core aligned. Students get push in support in accordance with their mandated requirements and then pull out sessions for more intense support. Additionally, students receive MyOn and Achieve3000 software access. These programs are used in the integrated class and at home to strengthen and deepen their reading skills. The software automatically levels texts based on a diagnostic and increases in difficulty based on assessments. Content area teachers receive recommended modifications in their curriculum or ELL students that include recommended websites, leveled texts and graphic organizers to ensure that all students can access the content and participate in class activities and discussion.

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

Students may take the NYS math and science exam in their native language if the translated version is available. Students also use bilingual dictionaries when taking any exam.

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

All ELL students take the NYC ELL Periodic Assessment twice each year and results are reviewed to monitor progress in all modalities. Ongoing formative assessments take place in the ESL classroom. Also, in integrated ELA and Social Studies classes weekly debates are held where students are able to provide their views and supporting evidence are held. Teachers assess not only students' ability to speak but students' ability to respond, indicating listening skills. Students also engage in Reciprocal Teaching across content areas where they are prompted to answer student generated questions. Teachers can assess their responses and formulation of questions. Three times a year students language acquisition and writing is assessed through the Word Generations program on their usage of academic language and accuracy. Five times a year, students complete a writing piece that measures their mastery of key CCLS writing standards. Periodic reading assessments are assigned through MyOn that dictates one's lexile and the DRP is administered three times a year to inform on the students' reading levels.

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

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

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

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

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

6e. For up to 2 years after testing proficient, former ELLs receive extended time and separate testing location accommodations for all NYS Exams (ELA, Math and Science). Also, they receive 90 minutes of integrated ELA each week to ensure their continued success.

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.

Our school follows a common curriculum. Thus, regardless of classification a student would still be abreast to the topics being studied. The modifications or supports may change. Also, our scheduling allows for transfers within the same group of teachers. Theoretically, the student can remain with the same teacher and maintain the same structures and routines but switch to a different section. We are able to closely monitor a student's progress because of our school assessment system which tracks a student's mastery of specific standards. The data is kept on an internal google cloud so that teachers and administration can monitor students' progress. Should an ELL or former ELL indicate that something is too difficult the appropriate interventions can be used.

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?

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

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?

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

Chart

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

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

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

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



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

Chart

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

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

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

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

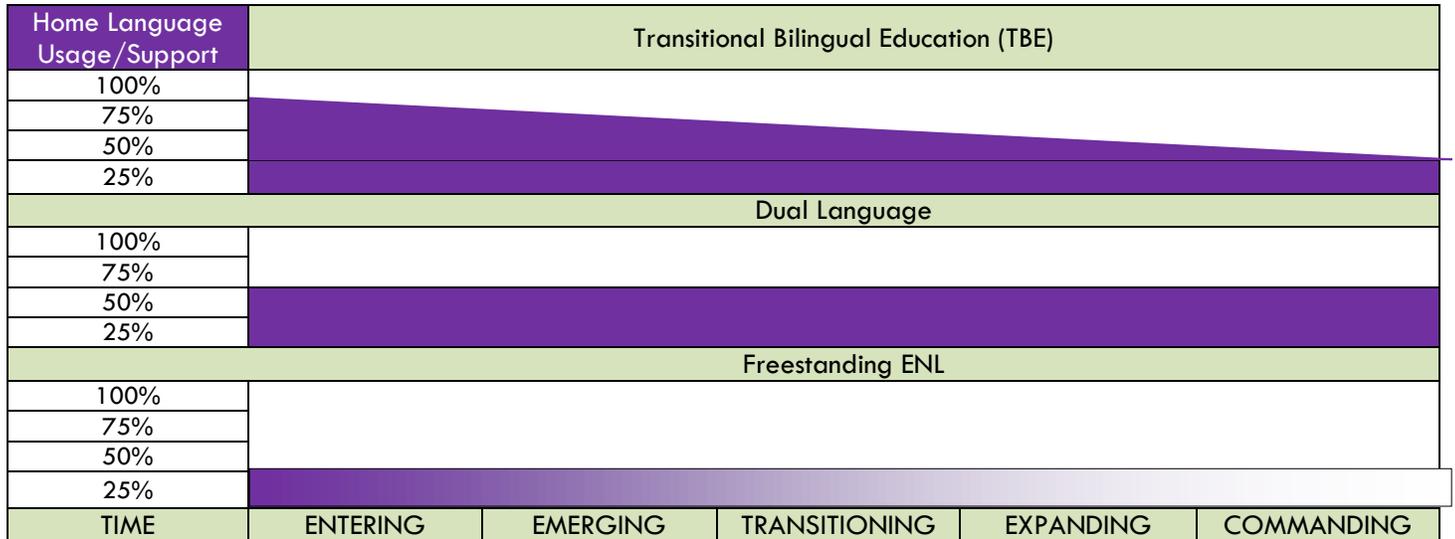


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



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.
Our targeted intervention programs for ELL's in ELA, Math, and other content areas include Sports & Arts and homework assistance after-school services. For ELA, the Wilson Reading program is available for those who test into the program. All services are delivered in English. Students who, based on their NYS exam scores, are identified as in need of assistance are mandated to attend 0 period Intervention support services Monday through Friday. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers. We also offer transitional support for two years for ELL's reaching proficiency on the NYSESLAT. Students receive extended time on the state exams and are tested in a separate location. They are also offered extended day support service. Targeted ELA and Social Studies instruction include guided practice as well as reciprocal reading. Teachers in ELA, Social Studies, Science and Math administer Mastery exams based on skills. These 5-point mastery exams allow for mastery with an 80% on the exam. If students do not achieve mastery, interventions during class time are put into place and the exam is readministered to the student to check for mastery
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current intervention programs enable ELLs to develop oral and written language skills as they receive content area support in small group settings. Mastery exams are administered 4 - 8 times during a marking period and quarterly exams are given at the end of each marking period. Based on exam results and on-going consultations between the ESL teacher and the content area teachers, our current ESL program is effective in helping ELLs build vocabulary and comprehension skills.
12. What new programs or improvements will be considered for the upcoming school year?
Our school has purchased Achieve 3000 and MyOn to support ELL students by providing them with on level texts that are interactive and provide linguistic and vocabulary support while reading. Also, both programs contain listening features that may increase listening comprehension.
13. What programs/services for ELLs will be discontinued and why?
English 3D is being discontinued as data cannot support it as an effective resource.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. They are encouraged to participate in all activities by their classroom and ESL teachers. After-school programs provide content area support to ELLs. The ELL Coordinator speaks to ESL students with ESL students to explain the programs offered and encourage them to attend. The after-school SES providers are self-funded. All supplemental services are offered in after-school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials used to support our ELLs include Wilson Reading and Just Words. They identify and target individual students needs and level of instruction. Also, Fountas and Pinnell is used to gather information on ELL students' fluency, comprehension and reading levels. Guided reading is provided according to student needs. Spanish language texts are available for students in Science. Bilingual content area glossaries are available for all content areas.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language support is delivered through the use of native language dictionaries, translated state tests (where appropriate). We encourage beginner students to write in their native language and then translate.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
.H.S. 144 is a grade 6-8 Middle School. All resources correspond with the ELL's ages and grade levels. Materials are leveled to match the students' proficiency levels and content is grade and age appropriate.
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).
Support is offered for ELL's who are transitioning to middle school with a Parent orientation in September, as well as through the sixth grade transition program that allows school support staff to advise and meet with students.
19. What language electives are offered to ELLs?
Students in Grade 8 are offered Spanish language instruction.
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)?

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

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.)
ELL personnel receive differentiated professional learning based on his or her needs as indicated by observations. Some of which include: Engaging students, Assessing students and how to use various software such as MyOn and Achieve 3000. Also, ELL personnel receive professional learning on using Data such as the DRP, NYSESLAT and Item Analysis from the State Test to create data driven instruction. ELL personnel also receive training on co teaching to support their roles in integrated classrooms.
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?
ELL personnel receive differentiated professional learning based on his or her needs as indicated by observations. Some of which include: Engaging students, Assessing students and how to use various software such as MyOn and Achieve 3000. Also, ELL personnel receive professional learning on using Data such as the DRP, NYSESLAT and Item Analysis from the State Test to create data driven instruction. ELL personnel also receive training on co teaching to support their roles in integrated classrooms. Twice a week teachers meet in collaborative planning groups to create and revise curriculum and to analyze student work. During this time, the staff is able to create shared resources that can be used to modify for ELL students within their classrooms. MSQI has also created a toolkit and resources to support ELL students so that they too can participate in class discussion. Teachers are shared with this information and trained in how to use it.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance department holds advisory sessions with students which can address issues such as transitioning. The guidance department can then explain to staff members how to assist and aid students who re struggling with transitioning. Twice a week teachers meet in collaborative planning groups to create and revise curriculum and to analyze student work. During this time, the staff is able to create shared resources that can be used to modify for ELL students within their classrooms. That way, students are provided with enough scaffolds to support their transition. MSQI has also created a toolkit and resources to support ELL students so that they too can participate in class discussion. Teachers are shared with this information and trained in how to use it.
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.

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

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

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

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

Specifically, our 7.5 hours of workshops include: Using Data to Group and Find Resources for our ELL Students, Ways to Assess ELL Students, Integrated Co-Teaching (3 part series), Using Technology to Support ELL students (MyOn, Achieve 300, MSQI Tool Kit), Engaging ELL Students in Discussion (MSQI Toolkit)

Professional Learning records are kept in the Professional Learning Binder that contains all offered PL throughout the year and in the

ESL/ENL professional learning folder. Also, digital copies are distributed to teachers so that they can reference all materials.

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?

Every Tuesday teachers have the ability to schedule meetings with parents. Ms. Verrino will use that time to schedule meetings with parents of ELL students so that she can provide them information on their students' progress and goals. She will provide progress regarding their language acquisition as well as their progress in the content areas. Since we use Skedula (an online grade book) reports are easily accessed. Furthermore, parents can receive updates through Skedula as Ms. Verrino sees fit. Skedula can be translated into any language. Should the parent need translation services, an in house Spanish Speaker (such as Ms. Larin) can be present or the over the phone translation service can be used. Also, the reports can be translated so that a written document can be generated.

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.

Records are easily accessible and kept in the ELL Binder in the Assistant Principal's office. Also, Ms. Verrino has a copy of all letters maintained in her files. All meetings and phone calls are documented in Skedula which acts as a cloud system so that administration and staff can see that the meeting was held and what it entailed. During the annual meeting a feedback sheet will be provided so that parents can express if their needs have been met.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator, Ms. Clarke, offers different workshops throughout the year on topics that range from studying skills to high school matriculation and transition. If a parent who needs translation services RSVPs to the event she can request a translator to attend. Additionally, JHS 144 hosts a multi-cultural night to foster an inclusive community within our school. In the Spring, student led test prep sessions are held where students teach their parents the different aspects of the test and how to solve various problems. Again, translation services can be requested.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, the school partners with Learning Leaders. They offer different workshops to parents on academic topics like reading comprehension skills and social and emotional topics like the transition from middle to high school. If a parent who needs translation services RSVPs to the event she can request a translator to attend. Workshops are scheduled once or twice a month and all parents are invited.

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

We evaluate the needs of parents through feedback forms that we administer at the end of workshops. Also, Ms. Verrino's feedback forms that are given out during ELL meetings are used to gauge a parent's needs and if they are being met. The Parent Survey also indicates if needs are being addressed.

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

Parents are invited to the Parent Welcome Nights, as well as to the transitional program meeting the summer before their child begins at Michelangelo Junior High School. Through conferences with the parents, we evaluate the needs of the parents. Our Parent Coordinator is in contact with parents to address their needs and concerns. J.H.S. 144 holds a High School Guidance night to which parents of all students including ELLs are invited. Assistance is provided to 8th graders and their parents concerning applying to high school. Translation services are available from bilingual staff members. Needs of the parent are evaluated through informal meetings with individual parents, Parent Surveys and feedback at Parents' Association meetings. The needs of the parents are initially assessed through informal interviews when the students are registered at Michelangelo. Parents are encouraged to attend Open School night to discuss the needs and progress of their children. The role of the parent coordinator is to inform parents about ongoing activities, academic developments and community events. The Parent Coordinator is the liaison between the parents and the school. The Parent Coordinator is also directly able to schedule translation services for any parent that needs them. The Parent Coordinator is involved in ongoing outreach to parents, planning and inviting parents to workshops that are held periodically during the school year. Depending on the needs of the parents, some of the workshops are held during the school day and others are held in the evening. Translation services are provided when necessary by staff members who are bilingual in Spanish and English. When the need arises, The Office of Translation Services for those parents who speak languages other than English can be used. The over the phone service can be used or a translator can come to the school to assist with translation. Also, any documents can be translated through that office, as well. Parent involvement activities provide a forum for the parents of ELL students to be a part of the school community. Parents have the opportunity to ask questions, express concerns and meet other parents in the school. We evaluate the needs of parents through our orientations, open school nights and our triad of communication where students can contact us through phone messenger, email and Skedula. Our feedback forms also serve as an indication as to whether or not needs are being met. Our activities address the needs of parents because it allows parents to see classrooms, grades and have an ongoing conversation with school personnel. Through Skedula, parents can see grades and attendance regularly and

communicate with teachers very accessibly. JHS 144 has a computer lab for parents so they can access Skedula. Also, a Skedula orientation and training for parents is administered in September.

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.

School Name: Michaelangelo

School DBN: 144

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)
Ellen Barrett	Principal		12/15/15
Emily Giblin	Assistant Principal		12/15/15
Rhonda Clarke	Parent Coordinator		12/15/15
Joanne Verrino	ENL/Bilingual Teacher		12/16/15
Latisha Beretervide	Parent		12/16/15
	Teacher/Subject Area		
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Cindy Larin	School Counselor		12/16/15
	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: 144 **School Name: Michaelangelo**
Superintendent: Meisha Porter

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.

During the initial interview and registration the ESL/ELL teacher distinguishes the language spoken at home. Also, after the collection of the Language Identification Survey the languages used at home are discovered and resources and materials are then provided in the languages needed. Other data includes: ATS reports that are run that detail the languages spoken by the students, blue cards indicate the language spoken at home and teacher surveys that are given at the onset of the year to determine different aspects about the students including their native language.

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.

Spanish, Creole, Chinese, Urdu, Kamba, Swahili, Arabiv and Portuguese

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.)

Calendars are issued every month (calendars include conferences and state testing dates)
After School applications are distributed in September and periodically to newly enrolled students
Memo issued by Administration

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 initial interview, ELL orientation, Open School Night, Parent Teacher Conferences, Parent Engagement Time on Tuesdays

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.

The ESL Teacher and ESL Coordinator will host a ELL support professional development that will detail how teachers can get access to the Translation and Interpretation services. Also, teachers can meet with the ESL coordinator to obtain needed information. It is encouraged that teachers submit translation requests in a timely manner to ensure translations are distributed at the same time as English documents.

Also, a list is kept of the bilingual staff who can be called upon to interpret materials.

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 services for Spanish Speakers can be provided in house as there are Spanish speaking professionals available. However, for the other languages over the phone interpreters will be needed. A professional learning session will be held so that all teachers know how to obtain translation services and teachers will receive the "I Speak..." card so that phone numbers are readily available should they need to use over the phone interpretation.

Part D: Training Staff on Policies and Procedures

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

The ESL Teacher and ESL Coordinator will host a ELL support professional development that will detail how teachers can get access to the Translation and Interpretation services. Also, teachers can meet with the ESL coordinator to obtain needed information. A professional learning session will be held so that all teachers know how to obtain translation services and teachers will receive the "I Speak..." card so that phone numbers are readily available should they need to use over the phone interpretation. Additionally, the LAC will turn key the translation services learned in training to teachers in a professional learning activity.

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

Parents will obtain translated materials by visiting the website: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations> and obtaining the material in their native language. Staff may print the necessary documents and distribute as needed. If further translation services are needed an in house Spanish Speaker can assist or the phone translation service can be used.

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)

On Tuesday's JHS 144 participates in parent outreach. The ESL teacher will reach out to parents and ensure that their needs are being delivered in their home language and if they require any other outreach or support. She will issue a survey that asks parents id their needs are being met. Mid-year a focus group of parents inclusive of all cultures and languages represented in our school will provide feedback on services provided thus far.