2018-19
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 8: Title I Program Information

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Michelangelo Junior High School 144</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>11X144</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>321100010144</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>2545 Gunther Avenue, Bronx, NY, 10469</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-794-9749</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Ellen Barrett</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:ebarret2@schools.nyc.gov">ebarret2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Ellen Barrett-Kelly</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Karlen Turner</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Karen McCormack</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Karlen Turner</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Karen McCormack</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Renee Sanderson</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 11 |
| Superintendent: | Jeremy Kabinoff |
| Superintendent’s Office Address: | 1250 Arnow Avenue, Bronx, NY 10469 |
| Superintendent’s Email Address: | jkabino@schools.nyc.gov |
| Phone Number: | 718-519-2620 | Fax: 718-519-2620 |

### Field Support Center (FSC)

| FSC: | Bronx |
| Executive Director: | Jose Ruiz |
Executive Director’s Office Address: 1230 Zerega Avenue Bronx, NY
Executive Director’s Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-2440 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen Barrett Kelly</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Karlene Turner</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Karen McCormack</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Regina Cunningham</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Ronald Holmes</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Nadia Haughton</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Ivonne Lewis Bullock</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Dennis Fallo</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Theodore Rivera</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ UFTRepresentative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
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<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and informed by New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 for continuous improvement 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 increase 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 Rubric, School Quality Guide and other quantitative and qualitative data tools.

### 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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; 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 school communities. All of the qualitative assessments are rooted in the Quality
Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 8:** 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is your school’s mission statement?</td>
</tr>
<tr>
<td></td>
<td><strong>Michelangelo Junior High 144 creates a challenging learning environment that encourages high expectations for success through development appropriate instruction that allows for individual differences and learning style.</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.</td>
</tr>
<tr>
<td></td>
<td>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. Our events allow us to create strong family ties. In addition, parents and students can view upcoming assignments on teacher web pages as well as monitor their child's progress via Skedula. 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.</td>
</tr>
<tr>
<td></td>
<td>Michelangelo Junior High School has partnered with the Middle School Quality Initiative (MSQI) and is now a mentor school for the 2017-2018 school year. 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 Power (DRP) assessment 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.</td>
</tr>
<tr>
<td></td>
<td>Michelangelo is also partnered with Learning Partners Program (LPP) as a host school. The LPP team works district wide to address areas of need while working with different schools to boost their student achievement. Through self reflection and communal investment, inter school collaboration moves student growth and teacher practice in an Instructional Rounds approach.</td>
</tr>
<tr>
<td>3.</td>
<td>Describe any special student populations and what their specific needs are.</td>
</tr>
<tr>
<td></td>
<td>Michelangelo Junior High School is a middle school with approximately 500 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 11% English language learners and 33% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2017 - 2018 was 90.5%.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify 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.</td>
</tr>
<tr>
<td></td>
<td>In previous years, teachers often were unable to attend all of their preferred in-house Professional Learning (PL) sessions due to scheduling conflicts. Now, with dedicated PL 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. This will foster a supportive environment amongst staff and allow teachers to collaborate. Both teachers and school leaders report that the hands-on role of teachers in designing and delivering PL has increased the overall effectiveness of the PL program. During the 17-18 school year it was piloted and it had an effect on teacher growth. This was proven in an increase in the teachers' overall MOTP and MOSL data. This will continue into the 2018-2019 school year.</td>
</tr>
</tbody>
</table>
Michelangelo Junior High School’s tailored approach to professional learning has also had a profound effect on school culture. By instituting initial and quarterly conferences for discussions of professional growth, the principal 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. Teachers are 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 2018-19, the principal and her team have started looking at the data from their 2017-2018 Measures of Teaching Practice (MOTP) to inform the design and planning of the school’s Professional Development menu for the 2018-2019 school year. The focus area this year will be 3b, 3c and 3d.

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.

Modified Professional Development Time
### School Demographics and Accountability Snapshot for 11X144

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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</thead>
<tbody>
<tr>
<td>06,07,08</td>
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<td>No</td>
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#### English Language Learner Programs (2018-19)

<table>
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<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>61</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>54</td>
<td>46</td>
</tr>
</tbody>
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#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4</td>
<td>4</td>
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<table>
<thead>
<tr>
<th># Foreign Language</th>
<th># CTE</th>
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<tbody>
<tr>
<td>7</td>
<td></td>
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</tbody>
</table>

#### School Composition (2017-18)

- % Title I Population: 76.0%
- % Attendance Rate: 90.1%
- % Free Lunch: 73.0%
- % Reduced Lunch: 2.4%
- % Limited English Proficient: 10.6%
- % Students with Disabilities: 27.6%

#### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.4%
- % Asian or Native Hawaiian/Pacific Islander: 2.8%
- % Hispanic or Latino: 32.5%
- % White: 4.1%
- % Multi-Racial: 0.4%

#### Personnel (2015-16)

- Years Principal Assigned to School: 3.2
- # of Assistant Principals: 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 32%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>NO</td>
<td>N/A</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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</table>

**High School**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
<th>White</th>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Other Pacific Islander</th>
<th>Students with Disabilities</th>
<th>Limited English Proficient</th>
<th>Economically Disadvantaged</th>
<th>ALL STUDENTS</th>
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<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Overall NYSED Accountability Status (2018-19)

- Recognition: No
- Local Assistance Plan: No
- Focus School Identified by a Focus District: Yes
- Focus Subgroups: Hispanic, ED

---

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

**Elementary/Middle School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: NO
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: N/A

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.  
   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. It is one of our strengths that we intend to maintain. 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.
   Teachers plan collaboratively across grades and content areas to ensure that tasks are rigorous, CCLS aligned and relevant to students’ needs. Through a partnership with MSQI, literacy is a focal point throughout all content areas and consistent pedagogical practices are used throughout the school. Additionally, there is a school wide assessment system that is used which assess students on focus standards as indicated by an item analysis administered in the Fall of 2018. Based on the assessments results, curriculum is adjusted to reflect student needs. Furthermore, through teacher teams, curriculum is modified to reflect trends aggregated through the data and skill deficits made evident through the data.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.  

**Reflection:** Based on the 2016 and 2017 Quality Review, we received a well developed in curriculum. Thus, we are going to continue our practices of using teacher teams and data analysis to inform curriculum changes. Additionally, through our work with MSQI we have created a cross curricular curriculum that infuses common literacy skills across content areas.
The assessments system provides a quarterly assessment provided every quarter which assess the sum of the quarter’s standards. Periodically, there are then mastery tests, which are quick, 5 point assessments that assess the specific standard being taught. All results are tracked through the Google Cloud system to that teachers, students and administration can track progress and identify patterns that emerge. The curriculum consistently changes based on the data revealed in our assessments and then discussed during our teacher teams.

Through various initiatives such as Lincoln Center and MSQI, cross curricular curriculum is prevalent throughout JHS 144. Lincoln Center has co planned lessons that correspond to literacy and social studies topics. Also, programs like Word Generations and Debate have instilled academic discourse and language throughout the content areas. As a school, JHS 144 was adopted Reciprocal Teaching and Socratic Seminar as a strategy to promote this academic discourse and critical thinking across grades and content areas in order to ensure that students are building their critical thinking skills in every class.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2018-2019 school year, ELA and Math state exam scores will increase 5% through the use of collaborative teacher teams by the end of 2019. 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 teacher teams will engage in seven week cycles. There will be four share fairs where teachers will present their findings and their corresponding data. The deficits of student data will be incorporated within the curriculum and the strategies found to be effective will be added to the curriculum. 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 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td>September 2018, 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 that way rigorous instruction and curriculum is embedded into all facets via our programming. We've allowed the curriculum changes to happen during those designated times.</td>
</tr>
<tr>
<td>During the 2018-2019 school-year, the curriculum team will provide training and intervisitation opportunities so that teachers can learn how to utilize and execute the curriculum using researched and selected strategies. (SOP 3.3; 3.4)</td>
</tr>
</tbody>
</table>
On a quarterly basis, the principal and curriculum team will analyze and aggregate scores from the mastery and quarterly assessment system and the Degrees of Reading Power (DRP) assessment by grade, subject, and department in order to share findings with teachers and then to adjust curriculum accordingly.

<table>
<thead>
<tr>
<th>Content area</th>
<th>Teachers</th>
<th>Principal and curriculum team will analyze and aggregate scores from the mastery quarterly assessment system and Degrees of Reading Power (DRP) assessment by grade, subject and department in order to share findings with teachers and analyzed by teacher teams</th>
</tr>
</thead>
</table>

During the 2018-2019 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times. Curriculum will be reflected on using the Literacy and Math Instructional rubric. On Mondays the findings from the teacher teams will then be addressed in the curriculum for that unit and future units of study. Teachers will address this as a team and all curriculum findings will be based on data. **(SOP 3.3)**

| All Teachers | During the 2018-2019 school year, school leaders and teachers will develop rigorous units of study during the designated teacher team and common planning times. On Mondays the findings from the teacher teams will then be addressed in the curriculum for that unit and future units of study. Teachers will | Curriculum departments, teacher teams, coaches and Assistant Principals will develop rigorous units of study via the teacher team and common planning time. |

| **2018-19 SCEP-FF** | **18** |
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During the 2018-2019 school year, the Michelangelo family will utilize its partnership with MSQI to institute Academic Parent Teacher Teams (APTT). In September, at the APPT conferences, parents will receive their students' DRP scores and teachers will instruct parents on how to read and interpret the data. Then, at follow up parent meetings in November, January, March and May teachers will impart different instructional strategies that parents can use with their children at home so that they can increase their DRP scores. Also, throughout the school year, there are different workshops offered on a monthly basis to parents, hosted by the Parent Coordinator and Teacher Leaders, that focuses on different topics such as: "Understanding Common Core", "Reading Strategies", "Regents Prep" etc.

The APTT team is comprised of a Champion which is an MSQI Teacher Leader, a cohort of teacher volunteers, the parent coordinator and Assistant Principal. They prepare their sessions throughout the summer of 2018 and host meetings for parents after each DRP administration in September, January and May but then also provide sessions to work with parents on instructional strategies in November and March.

### 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. 2 Peer instructional coaches to support improving teacher practice
3. Curricular materials (student texts and documents) to supplement our curriculum
4. Teacher Team/Inquiry Periods will be scheduled to promote data analysis.
5. Monday professional development sessions will be scheduled to support enhancing teacher practices from *Teach Like a Champion*.
6. Common planning periods will be established to support teachers meeting by department to create and implement rigorous units of study.
7. Cabinet meeting times will be scheduled every Tuesday to evaluate calendar of collaborative practices.
8. 200 hours per session for planning, curriculum development, and data analysis and ATTP planning
9. Workshops scheduled and planned during summer 2018 to launch ATTP

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
<table>
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<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
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<th>C4E</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
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**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.

- Every week, the 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.

- In September 2018, January 2019 and June 2019, 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.

- Two Tuesdays a 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:**

- By February 2019 the principal, assistant principal, and department leads will analyze the department quarterly data to determine if there is significant improvement compared to the baseline data. We will analyze growth a midpoint based on growth in CCLS standards on the baseline to the quarterly. We will also analyze the subgoup data.

- By January 2019 the principal, assistant principal, and department leads will analyze the DRP data to assess improvement. The team will use the SCEP Midpoint Rubric to assess that we are meeting the goals.

- During the 2018-2019 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 2018-2019 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.
● In September 2018, January 2019 and June 2019, 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.

● Two Tuesdays a month 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 2018-2019 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 2018-2019 school year, the principal and Assistant Principal will implement a quarterly calendar of meetings to address and inform collaborative practices.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

JHS 144 has instituted an assessment system called the Quarterly / Mastery System. Each content area designs assessments that gauge a student's mastery of the CCLS standards. Quarterlies are administered every quarter and masteries are snapshot assessments that indicate progress before the Quarterly is executed. All data is shared on our Google Drive so that teachers and leaders can design interventions in a timely and strategic fashion.

The Degrees of Reading Power Assessment (DRP) is given to students in September, January & June to provide teachers, families and students with an indication of their reading level. After the September administration, every staff member is provided the data and that data is used to create groupings, assign resources and develop goals. A mid-point benchmark will be the January DRP data to check progress on scores.

The Math department uses an I-Ready Diagnostic to assess students' mathematical competencies in a similar fashion to the DRP. I-Ready provides benchmarks to monitor students' progress with regards to the CCLS standards. A mid-point benchmark will be the I-ready assessment and the data analysis.

Additionally, Achieve 3000 is used to supplement reading data and interventions for our 6th grade, ELL/ENL and Special Needs students. Students participate in a leveled reading program and routinely, assessments are given via the program to monitor students' progress.

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Based on the 2017 Quality Review School leaders consistently communicate high expectations including elements of the Danielson Framework for Teaching to the entire staff. School leaders and staff consistently communicate expectations that are connected to college and career readiness to parents. Impact therefore results in a supportive environment that results in student progress.

As a result, there is a system of accountability in place for staff, and parents are aware of their student’s progress towards meeting those expectations.

Supporting Evidence from the 2017 Quality Review state that, "School leaders have created an atmosphere of scholarship were students are aware of the high expectations for student success. Parents spoke about the school honor roll and the specialized College and Careers Honors Program where students must maintain an 85 average in all core subjects. Parents feel that the school has created a competitive scholastic environment that pushes student thinking. Parents spoke about positive phone calls from teachers that focused on student performance not just behaviors. Parents also stated that they were struggling with Common Core math and as a result the school provided workshops on this. Some parents spoke about how the school deliberately prepares their children for high school by suggesting that..."
students join the debate team or band so that they can develop skills and become the well-rounded students that high schools want to recruit”.

The PBIS will align with the parent feedback on the NYC Quality Review. Parents stated the school has taken students on trips to colleges. Parents state that there is transparency is student achievement through Skedula and Pupil Path and they can follow their students’ grades and progress. They state that both the parent coordinator and teachers are extremely helpful and that teachers have returned emails as late at 1 am. Parents state that there is high visibility and communication with school leaders who are readily accessible to parents. They shared that they and their student are known personally and the school makes every effort to keep parents apprised of curriculum, expectations, student performance and preparing for high school and beyond. By integrating centers, and allowing all parents access to curriculum needs through Pupil Path, and integrating PBIS students will be engaged in the curriculum therefore leading to a decrease in OORS reports.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 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. During the 2017 school year, one third of the staff was trained in Therapeutic Crisis Intervention Training (TCIS). During the 2018-2019 school year, trained staff will turnkey this training to all staff members and utilize it to assist in the reduction of suspensions.
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff and Students</td>
<td>During the 2017-2018 school year, School Principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data. (SOP 5.2, 5.5)</td>
<td>Teachers, Deans, Assistant Principals, Principal, Guidance Counselor</td>
</tr>
<tr>
<td>All Staff and Students</td>
<td>During the 2017-2018 school year, School Principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data.</td>
<td>Teachers, Deans, Assistant Principals, Principal, Guidance Counselor</td>
</tr>
<tr>
<td>All Students</td>
<td>During the 2018-2019 school year, school leaders including the principal, Assistant Principals, and Deans will align</td>
<td>Teachers, Deans</td>
</tr>
</tbody>
</table>

In September 2017, school leaders will update school-wide discipline policy and will collect and analyze administrative data to identify racial and ethnic disproportionately rates During the 2018-2019 school year, School Principal, Assistant Principals, School Leadership Team and Deans will update school-wide discipline policy as well as look at data. (SOP 5.2, 5.5)

In August 2018, the school leader will partner with the Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual During the 2017-2018 school year, the school leader will partner with Office of Safety and Youth Development and will incorporate strategies from the Pre-Referral Intervention Manual (SOP 5)

In September 2018, school leaders including the principal, Assistant Principals, and deans will align guidance interventions using TCIS training and will conduct monthly assemblies to address anti-bullying behaviors During the 2017-2018 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 (SOP 5.2; 5.3; 5.4; 5.5)

including the principal, Assistant Principals, and Deans will align guidance interventions and will conduct monthly assemblies to address anti-bullying behaviors.

Assistant Principals
Guidance Counselor
Principal

In September 2018, school leaders including the principal, Assistant Principals, and Deans will align guidance interventions and will conduct monthly assemblies to address conduct and attendance patterns. During the 2017-2018 school year, Assistant Principal and teachers will develop and conduct a staff mid-year reward for attendance and conduct patterns (SOP 5.2; 5.3; 5.4; 5.5)

All Students
During the 2018-2019 school year, Assistant Principal and teachers will develop and conduct a staff mid-year reward for attendance and conduct patterns.

Teachers
Deans
Assistant Principals
Principal
Attendance Teacher
Guidance Counselors

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

During open school night in September 2018, as parents visit their child’s classrooms, teachers will provide parents with their classroom expectations and PBIS plans. Also, by utilizing Skedula parents can receive notifications on student behavior to stay constantly abreast and informed of their child's social and emotional development. The Parent Coordinator and Guidance Counselors train parents at workshops in September and October on how to utilize Skedula. Additionally, the administrative team has created a computer lab for parents so that they can access their Skedula and email if they do not have access at home.

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. Purchase of Skedula
2. Purchase of Educational Consultants
3. Per session
4. Lincoln Center Arts Grant
5. Advisory periods
6. Dean/Advisory meetings
7. Assembly periods
8. Response to Intervention Team meetings
9. OORS meetings, once a week with Deans and Assistant Principals
10. Cabinet meetings with Assistant Principals and Deans on a weekly basis
11. After-school meetings with Deans with regard to anti-bullying program partnership with Lee Hirsch
12. Weekly cabinet meetings with Assistant Principals to evaluate and assign roles to the Deans
13. Quarterly after-school meetings with Phys. Ed. Teacher to plan and implement student incentive carnival
14. Afternoon/lunch time recreation time via the use of the student recreation room and student fitness center
15. After-school meetings with guidance counselors to implement and evaluate guidance interventions
16. Use of Skedula to inform parents of student behavior
17. Use of a computer lab in the main office so that parents have open access to Skedula
18. Trips to include parents to facility tours to attend workshops with their children.

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

| X | Tax Levy | X | Title I SWP | | Title I TA | | P/F Set-aside | X | 21st Century | | C4E |
| | | | | | | | | | |
| | | | | | | | | | |

**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. 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 disproportionately.
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. The the use of the Red Flags Data base this will be evaluated.

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. By February 2018 OSYD data will be analyzed to confirm a decrease in incidents.

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 February 2019, as a mid-point benchmark, we the administrative team, along with the deans and teachers, we will analyze the OORS data (as well do at our monthly meetings). We will analyze to see if there is a 3% decrease in OORS incidents. We will also analyze the conduct role for all three grades.

During February 2019, as a mid-point benchmark, (as well do at our weekly meetings) we will analyze the attendance patterns for all three grades. There will be an increase in student attendance data by 3% as of February.

During the 2018-2019 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 disproportionately.

2. During the 2018-2019 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 2018-2019 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.

5. In February 2019, the administration and Deans will track OORS reports to see a 3% decrease for incidents and suspensions.

6. During the 2018-2019 school year, the principal will realign the roles and responsibilities of the Deans.

7. Throughout the 2018-2019 school year, all staff and faculty will promote excellent conduct in all classes through the school wide incentive carnivals.
8. Throughout the 2018-2019 school year, the principal, Assistant Principals and Guidance Counselors will create and implement the Guidance After-School Program.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The JHS 144 leadership and SBST team is able to assess progress through routine OORS reports. The measurement tool will be the Suspension Report by OSYDDATA. At risk students are further monitored on the Google Drive through a shared file called "Red Flags" which indicate not only behavioral issues but academic needs as well. After staff members update the Red Flags list, a school leader or staff member is assigned an at risk student to monitor and confer with regarding their progress and goals. By February 2019 the Red Flags list will be analyzed to see a decrease in the needs of students.

**Part 5c.** In **February 2019**, 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**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on our 2016-2017 Review, we were able to validate that our teacher teams are proficient and lend to a supportive and collaborative environment.

**Our Review Reads:** “Teachers stated inquiry not only results in curricular modifications, but also strengthens teacher practice. Once teachers develop a hypothesis about student misconceptions, the presenting teacher adopts a strategy for the skill or lesson and invites other teachers in the class to see that skill or strategy used on the identified area of needs. The visiting teachers take low inference observations and provide the presenting teacher with feedback on the skill or lesson. If that strategy or skill is a successful one, it is adopted by all teachers teaching that same lesson or skill. This leads to improved teacher practice for all teachers. Additionally, teachers state that they learn from students. One teacher stated, “Sometimes you learn a new strategy from students, just by looking at student work. I remember the time that all six graders came in and their approach was to use the lattice method for solving all problems. We saw that
this year’s incoming student did not learn lattice as a problem solving technique. We will teach it now.” This practice has yielded an overall 20% gain in many post-test scores.

By investing in our teacher teams so intensely there is a nurturing and supportive environment for our teachers. While we were rated proficient we intend to grow to well developed by continuing this practice and allowing teachers to intervisit each other so that they might learn from each other. Additionally, the administrative team will conduct focus walks that will gather low inference data and provide targeted learning opportunities to address any pedagogical skill deficits.

**Strengths:** Now, with dedicated PL 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 PL has increased the overall effectiveness of the PL program. The principal has noticed improvements in teacher performance over time, as measured by observation ratings and data supports this noticing. Teachers are working collaboratively throughout this time to promote student achievement.

Michelangelo Junior High School’s tailored approach to PL has also had a profound effect on school culture. By instituting quarterly conferences for discussions of professional growth, the principal has encouraged a school culture that empowers teachers to approach administrators on a more regular basis. Additionally, because teachers receive personalized support based on their actual observation data, they have become much more tuned into school-wide professional learning opportunities based on the *Advance data* and focus on the development opportunities the system presents.

As they prepare for school year 2018-19, the principal and her team analyzed the data from their 2018-2019 Measures of Teaching Practice to inform designing what their PL menu will look like in the upcoming school year. Three elements that were identified as needing the most professional learning opportunities to be made available is Questioning and Discussion, Assessment, and Planning and Preparation.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>JHS 144 will increase teacher Measures of Teacher Practice data 5% by facilitating differentiated professional learning for all teachers. Teachers will participate in professional learning opportunities and will collaborate on improving their classroom strategies and lesson planning. Teacher pedagogical increases due to professional development will be tracked through attendance documentation and the 144 Online Observation Tracking Tool.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In October 2018,</strong> School Principal and Peer Instructional Coaches will provide opportunities for teachers to share best practices to raise the level of Tier 1 instruction after conducting low inference walk throughs and then design an intervisitation schedule for teachers to examine these best practices (based on their exhibited need). On the first Tuesday of each month 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. <strong>(SOP 4.2)</strong></td>
<td>APs, Professional Learning Committee and teachers</td>
<td>On the first Tuesday of each month</td>
<td>School Principal, Professional Learning Committee and Programmer</td>
</tr>
<tr>
<td><strong>During the 2018-2019 school year,</strong> 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 Reading, and establishing protocols/norms for teacher teams to support improved student achievement. On the first Tuesday of each month, 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. <strong>(SOP 4.2; 4.5)</strong></td>
<td>APs, Professional Learning Committee and teachers</td>
<td>On the first Tuesday of each month, 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. <strong>(SOP 4.2; 4.5)</strong></td>
<td>Principal and Assistant Principals and Professional Learning Committee</td>
</tr>
</tbody>
</table>
Throughout the 2018-2019 school year, teachers and peer instructional 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. On a monthly basis, Instructional team will 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 (SOP 4.3))

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 *Teach Like a Champion*. 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”. (SOP 4.3; 4.5)
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Through the ATTP initiative, parents will get to experience how collaborative teacher teams work as the meetings include them in an analysis of data and then the research and use of strategies to address those skill gaps. As the initial meeting happens at Open School Night (September) and then at Parent Teacher Conferences (November/January & May), the process of collaborative teams will reach parents on a wider scale. The ATTP which includes the Champion (Teacher Leader), volunteer teachers, parent coordinator and administration will be involved in the ATTP meetings. Also, during School Leadership Team meetings hosted once a month with the UFT chair, Parent Coordinator, Parents, Administrators and Teachers the team will discuss the use of teacher teams to move students.

### 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.


2. Teacher Team Periods

3. Monday professional development sessions

4. After-School professional development sessions

5. Differentiated professional development tool

6. Professional Periods for Inter-visitations

7. Weekly cabinet meetings

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

9. ATTP meetings and workshops

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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</tbody>
</table>
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.

Weekly the administrative and curriculum team will:

1. Design and 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.
2. Visit teachers and coaches based on unit and lesson planning to ensure the level of rigor and questioning is deepened (DOK, Cognitive Rigor Matrix, Danielson).
3. Facilitate and monitor the weekly teacher team meetings that analyze student data, research strategies and plan collaboratively. A Google Form was designed to track teams' progress and allows for administrators to track trends across grades and content areas.
4. Create and evaluate time/schedule to conduct inter-visitations

Monthly the school leaders and programmer will:

- On a monthly basis, administration will evaluate teachers using Advance to conduct frequent observations and classroom walk throughs based on the Danielson Framework.
- Ensure that ELLs and SWDs needs' are being addressed in the curriculum and teachers teams by allowing the ELL and SWD teachers to participate fully on teacher teams and to work together to provide shared resources that will aid in our students' progress.
- On a monthly basis, Principal will work alongside the partnerships with MSQI & LPP and participate in Instructional Rounds, Lesson Plan Clinics, Instructional Leads workshops, Common Core Task planning.

Timeline:

1. By November 2018, February 2019, April 2019 and June 2019 the principal and Assistant Principals will hold quarterly conferences with the teachers to review their observational data. The principal and assistant principals will also compare the teachers' observational data and mastery/quarterly data.

By February 2019, there will be an increase of 3% in the teachers Advance Data.

During the 2018-2019 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 2018-2019 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 2018-2019 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) during common planning and teacher team time. A mid-point benchmark is to evaluate the teachers' MOTP data in 1a and 1e.
4. During the 2018-2019 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 2018-2019 school year, the principal, school’s programmer and Assistant Principals will provide time/schedule to conduct inter-visitations.

6. During the 2018-2019 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 2018-2019 school year, administration will make use of Advance to conduct frequent observations and classroom walk throughs while providing teachers with timely feedback based on the Danielson Framework.

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**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

To indicate progress made with regards to professional learning and development, administration is able to use the Advance reports to track teacher growth and areas of needs. The instrument of measure will be the Advance data in the Advance Reports section of Advance.

Also, throughout the year instructional leads and Peer Instructional Coaches, meet and confer with teachers regarding attainable goals and create action plans so that those goals can be obtained.

Through an increase in student data as reflected by our assessment system, the DRP and state tests we can identify if the collaborative practices used by teachers has been effective, especially since they track them within their teams and share them school wide during Monday Professional Learning time.

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**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>X</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the 2017 Review it states:

Findings: School leaders consistently communicate high expectations including elements of the Danielson Framework for Teaching to the entire staff. School leaders and staff consistently communicate expectations that are connected to college and career readiness to parents.

Impact: As a result, there is a system of accountability in place for staff, and parents are aware of their student’s progress towards meeting those expectations.

Supporting Evidence

- School leaders have set up an internal Google Drive that houses all communication to teachers as well as teacher team minutes and protocols, professional development, curriculum, and school data. Teachers look at their data and set professional goals including professional development. Teachers who have been rated highly effective in certain areas of the Danielson Framework for Teaching have received training on facilitation skills and provide professional development and intervisitations to other teachers to improve pedagogy as part of the
inquiry process. School leaders observe teachers formally and informally through Danielson observation and instructional rounds.

The 2017 Review also states:

Findings: Teacher teams consistently analyze assessment data and student work for students they share. Distributed leadership structures are in place so that teachers have built leadership capacity.

Impact: The school has developed a collaborative culture of professional learning where teachers feel empowered to make decisions that improve student learning and strengthen teacher instructional practice.

Supporting Evidence

- All teachers in the school are members of a teacher team and help drive the work of the school in many ways. There are 4 major kinds of teacher teams in the school that promote instruction. The school has teachers who are Peer Instructional Coaches, Learning Partners Teachers who host other schools interested in the school’s practices, Team Leads for the grades and content and finally an Inquiry Teacher Team. These various teams have a voice in identifying strong practices at the school related to pedagogy, the use of assessments, data trends and making curricular and instructional adjustment to meet identified gaps. The teams work on creating coherence at the school through cycles of inquiry and intervisitations that include low inference observations and a critical friend review.

Through inter visitation, differentiated professional learning and exercising distributive leadership via Teacher Teams, MOTP will increase and student achievement will increase as a nurturing and supportive environment is created through the Principal’s fostering of teacher collaborative practices. The use of technology maintains a constant conversation about incidents, curriculum and teacher findings and allows teachers to feel equipped with what they need to plan and address matters accordingly.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Student DRP and ELA and Math data will increase by 5% by June 2019 through the utilization of teacher team findings, targeted professional development and the use of technology and software which allows for a shared and continuous discourse regarding student achievement.
### Part 3a – Action Plan

#### 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:

- Evidence-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., over/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
<tr>
<td>Whole School</td>
<td>Monthly budget meetings will take place with budget personnel to implement the hardware plan of action. This will continue until June 2018</td>
<td>Principal, Assistant Principal, Curriculum Team</td>
</tr>
<tr>
<td>Curriculum Team</td>
<td>Beginning September 2018, the school will make budgetary moves necessary to support the curriculum team. This will continue until June 2019</td>
<td>Principal, Assistant Principals, Curriculum Team</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>Monthly budget meetings will take place with budget personnel to implement PL opportunities. This will continue until June 2019</td>
<td>Principal, Assistant Principal, Curriculum Team</td>
</tr>
</tbody>
</table>

In September 2018, the principal will align budgetary sources to purchase hardware: SmartBoards & Chrome Books.

In September 2018, Principal will align budgetary sources to purchase software: Achieve, i-Ready Math/ELA, Rosetta Stone, MyOn and Rubicon. These programs will allow for targeted instruction amongst our ELLs and SWDs, in order to raise the DRP scores.

During the 2018-2019 school year, the principal will provide professional development on how to be a Rubicon Atlas, (SEPtember 2018) as well as data from other online tools, and Data Link to analyze data and make curricula decisions. This will lead to an increase in DRP scores.

In September 2018, the principal will align budgetary sources to implement professional learning opportunities all staff will be differentiated based on the data sources from the Data Link software/hardware.
On a biweekly basis the administration will host feedback sessions to evaluate status of programs and resources. This analysis will lead to educational decisions that will allow for an increase in DRP scores as the resources used and curriculum enacted will directly impact student achievement.

Teaching Staff  Bi-weekly  Principal
Assistant Principal
Curriculum Team

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During SLT meetings, hosted once a month by the Administrative Team, Teachers, Parents and Parent Coordinator, parents will receive information on how leadership has leveraged and allocated resources. Parents will hear about the budgetary moves made by the school in an effort to boost student achievement such as the purchases with technology and software. Also during subsequent SLT and Parent Workshops, the parents will receive information on the curriculum and how Rubicon Atlas is utilized to plan the curriculum. Curriculum Night is hosted in October so that parents can see what is used in the classrooms and how it is used. Teacher Leaders and teachers host the night to inform students and parents on curriculum.

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. I-Ready will be purchased, as well as MyOn and Achieve.

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 after-school 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>[X]</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
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<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
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<th>C4E</th>
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</thead>
<tbody>
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<td>Title I 1003(a)</td>
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<td>[ ]</td>
<td>SIG Grant</td>
<td>[ ]</td>
<td>School Achievement Funding</td>
<td>[ ]</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 January of 2018 DRP scores will increase by 2 points at the mid year benchmark on the Part B of the DRP test. By May the DRP will increase 3 more points per student.

2. By the end of the 2018-2019, all classrooms will have SmartBoards, iPads and/or Chrome Books and use them to effectively access the Google Drive and access to Achieve, I-Ready Math/ELA, Rosetta-Stone, MYon Reader and new classroom libraries, to reflect the needs and interests as made evident through inquiry.

3. By the end of the 2018-2019, all students will have been offered opportunities such as Book Clubs, Regents Prep program, Specialized High-School test prep, After-school classes, and Saturday and morning programs so that students can move their DRP and State Data.

4. By the end of each quarter, administration will evaluate the impact of all the programs and resources and the impact of the teacher team initiatives as well as the Professional Learning opportunities.

5. 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.

6. All teachers will engage in a teacher team and contribute to the ongoing discourse on increasing student achievement as per their updates in Google.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The JHS 144 leadership and staff is able to assess progress through the benchmark data that is provided through the purchased software (Achieve 3000, MyOn and i-Ready). Furthermore, administration is able to view usage and contributions made to the programs Skedula and Rubicon Atlas through their notification system. Finally, the DRP offered three times a year will indicate if progress is being made. The specific instrument of measure will be the NY State ELA and Math scores. Finally, the data aggregated in Teacher Teams will speak to their progress as it is monitored on a regular basis.

Part 5c. In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The 2017 Review "Findings" reads: School leaders consistently communicate high expectations including elements of the Danielson Framework for Teaching to the entire staff. School leaders and staff consistently communicate expectations that are connected to college and career readiness to parents.

Impact: As a result, there is a system of accountability in place for staff, and parents are aware of their student’s progress towards meeting those expectations.

Supporting Evidence

- Parents feel that the school provides student with rigorous work and students have been trained to think critically. They stated that the students are expected to do a great deal of reading, analyzing and writing and they feel that these skills are essential for both career and college. Parents stated the school has taken students on trips to colleges. Parents state that there is transparency is student achievement through Skedula and Pupil Path and they can follow their students’ grades and progress. They state that both the parent coordinator and teachers are extremely helpful and that teachers have returned emails as late at 1 am. Parents state that there is high visibility and communication with school leaders who are readily accessible to parents. They shared that
they and their student are known personally and the school makes every effort to keep parents apprised of curriculum, expectations, student performance and preparing for high school and beyond.

Not mentioned in the Review is our communications system: Skedula. We use phone messenger, and Skedula to ensure that parents remain in an effective communications link with the school. 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. The parent coordinator also hosts and facilitates bi-weekly meetings that aid in boosting student achievement at home. Those meetings include resources for parents of ELLs and SWD. The ELL Coordinator sets meetings with parents to discuss progress and assistance.

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." The principal and the curriculum team will institute SKEDULA. This will be an online grade book, as well as parent outreach tool. In addition, the school has school messenger to keep parents informed of school related activities.

This year JHS 144 will also pilot a home visit initiative with MSQI to increase relationships amongst parents and to bring literacy into the homes.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Students will increase the passing of their ELA/Math/Science/Social Studies classes by 5% through the transparent communication if Skedula and Phone Messenger. School administrators will track that parents and students are using Skedula and are receiving important news updates from School Messenger. This will help keep them informed of the academic progress of their child.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

| Target Group(s)  
Who will be targeted? | Timeline  
What is the start and end date? | Key Personnel  
Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, parents, students</td>
<td>In September 2018, 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. (SOP 6.5)</td>
<td>Principal and Skedula point person will conduct staff trainings on the use of Skedula and provide literature and letters to parents explaining the rationale behind the program.</td>
</tr>
<tr>
<td>Teachers, parents, students</td>
<td>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. (SOP 6.2; 6.3)</td>
<td>School Parent Coordinator and Skedula point person will conduct parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator.</td>
</tr>
</tbody>
</table>

In September 2018 and November 2018, the principal and various staff members will conduct and attend parent training sessions through the coordination of the Assistant Principals, Deans and Parent Coordinator. (SOP 6.2; 6.3)
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. This will continue until June 2019 | Administration will monitor the use of Skedula and School Messenger |

Throughout the 2018-2019 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. This will continue until June 2019. | 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 |

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| n/a |

### 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. Bi-Weekly meetings for parents |
2. Family Nights/Informational Nights (Evening times)

3. Twice a month, during curriculum meetings

4. Per Session to allow for home visits after school

5. Necessary technology (Skedula & Phone Messenger)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 February 2019, cabinet team and guidance counselors will evaluate red flag data. In addition, this team will analyze the first two marking period grades for all students to confirm an 5% increase in marking period grades and make contact with those families to promote their success and investment in their schooling.

2. 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.

3.. 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.

4. On a quarterly basis, school administrators will monitor the use of Skedula and School Messenger.

5. 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.

6. On a monthly basis the Parent Coordinator will look at monthly attendance of parent night activities to inform the most strategic way to meet parent needs.

7. Three times a year a home visit will take place with the pilot class to begin building strong relationships with families and the community.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

A decrease in OORS incidents will indicate an improvement with parent engagement. Moreover, an increase in invitations to our school PBIS program, the Carnival, will also indicate an improvement with parent engagement. The JHS 144 Parent Coordinator, also keeps records on the Google Cloud system that indicates the number or workshops, the attendance and any further information that will monitor an increase in parent engagement. A mid-point benchmark will be to analyze the overall OORS data in February to confirm a decrease.

#### Part 5c. In February 2019, 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>State exam data, DRP data, report card information, teacher referral, department referral</td>
<td>Wilson Intervention Program, Just Words, i-Ready, Achieve 3000, AIS, Reciprocal Reading</td>
<td>Small group, one-to-one, tutoring</td>
<td>Before school day, during the school day, lunch time, after-school, Saturday school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>State exam data, DRP data, report card information, teacher referral, department referral</td>
<td>i-Ready, AIS</td>
<td>Small group, one-to-one, tutoring</td>
<td>Before school day, during the school day, lunch time, after-school, Saturday school</td>
</tr>
<tr>
<td>Science</td>
<td>State exam data, DRP data, report card information, teacher referral, department referral</td>
<td>Regents Preparatory Academy, Reciprocal Reading</td>
<td>Small group, one-to-one, tutoring</td>
<td>Before school day, zero intervention period, during the school day, lunch time, after-school, Saturday school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>State exam data in ELA, DRP data, report card information, teacher referral, department referral</td>
<td>Reciprocal Reading</td>
<td>Small group, one-to-one, tutoring</td>
<td>Before school day, during the school day, lunch time, after-school, Saturday school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>SBST referral, Teacher referral, Dean referral, parent request, AP referral, Principal referral, agency referral</td>
<td>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</td>
<td>Small group, one-to-one, tutoring</td>
<td>Lunch time, regular school day, after-school</td>
</tr>
</tbody>
</table>
counseling, Community Outreach (AIDP), MDR, 504 Accommodation for At-Risk immunization, triage as needed, referrals, and wellness consultations
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>We have 55 STH students currently enrolled.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>STH students receive advisory sessions with either a guidance counselor or dean. Guidance counselors ensure that STH students are equipped for school by providing supplies and offering mentor sessions. STH students and their families will also be able to meet with school leadership and guidance to assess their needs and how the school can assist in meeting those needs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

- Job listings included online for specific content area certifications. Then the new teacher training program will be conducted by Principal, Assistant Principals, Coaches, Department Chairs and retired Principals (Mentors)
- Buddy teachers and special emphasis on classroom inter-visitations
- A program schedule that builds common planning time, departmental conferences, and grade conferences
- Use of teacher text such as *Teach Like a Champion* 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

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. Teacher Team time that will allow teachers to collaborate on shared lessons and skill deficits that they can address for their students

3. Differentiated professional learning as made evident through Advance data collected through visits from the administrative team and the Peer Instructional Coaches

4. Central lead Professional Developments

5. Lincoln Center for the Arts training for all staff and faculty

6. MSQI training for administrators and teachers through the strategic planning of one on one coaching.

<table>
<thead>
<tr>
<th>Part 3: TA Schools Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Use of Program Resources</td>
</tr>
<tr>
<td>Describe how the TA program resources will assist participating children to meet proficiency.</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3b. TA Coordination with the Regular Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4: SWP Schools Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)</td>
</tr>
<tr>
<td>Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD &amp; parent involvement activities, sharing of records/information, early intervention services, etc.).</td>
</tr>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4b. Measures to Include Teachers in Decisions Regarding Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Default on Measures of Student Learning. MOSL committee, which includes eight teacher members formed by model teachers, UFT representatives and department chairs. They formed to select local measures of student learning (MOSL) for all teachers. Teachers received professional development resources from the borough 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 borough.</td>
</tr>
</tbody>
</table>
4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>388,537.00</td>
<td>x</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>11,200.00</td>
<td>x</td>
<td>1,2,3,4,5,6,7</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,291,949.00</td>
<td>x</td>
<td>1,2,3,4,5,6,7</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

• **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I School Improvement 1003(a):** 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 and Family Engagement 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 funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Michaelangelo Junior High, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelangelo Junior High will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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., ESSA/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 ESSA;

- 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;

---

**Encouraging School-Level Parental Involvement**

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)**

*JHS 144*, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

<table>
<thead>
<tr>
<th>1. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s Standards and Assessments by:</td>
</tr>
</tbody>
</table>

- 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 Every Student Succeeds Act (ESSA);

<table>
<thead>
<tr>
<th>1. School Responsibilities: Supporting Home-School Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

- 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;
## I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

## I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: __________</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>[ ] Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ______</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>[ ] K</td>
</tr>
<tr>
<td>[X] 6</td>
</tr>
<tr>
<td>Total # of teachers in this program: ______</td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: ______</td>
</tr>
<tr>
<td># of content area teachers: ______</td>
</tr>
</tbody>
</table>
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 ENL certified teacher. There will be one group of 15. The teachers that will service this group is a certified ENL teacher and a certified math teacher. The program will take place from March 2019 to May 2019 (specific dates to be determined) for 12 weeks from 2:05-4:05 on Wednesdays & Thursdays for 2 hours each session. This is outside the school day which is conducted between 7:45-2:05.

The ENL/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.

After-school ELL Academy, with focus in math and academic language development: 1 math/1 ENL co-teaching 10-15 ELLs, will take place twice weekly, two hours a day for 12 weeks (Hours not to overlap with official school hours). The cost of Direct Instruction (2 tchrs/12 wks/2 days/2 hrs @ $55.23) would be $5302.

After-school NYSESLAT/ELA Academy with focus in ELA and NYSESLAT Prep.: 1 ELA/1 ENL parallel teaching 10-15 ELLs twice weekly, two hours a day for 12 weeks (Hours not to overlap with official school hours). The cost of Direct Instruction (2 tchrs/12 wks/2 days/2 hrs @ $55.23) would be $5302. Our after school program will pay for the cost of this program. Program will take place on Monday and Tuesday from 2:05-4:05.

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 ENL teacher. The other teacher is a trained ELA/Math teacher with pending TESOL training. 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 ENL certified teacher, compute fluently with multi-digit numbers, find common factors and multiples, and apply and extend previous understandings of numbers to the system of rational numbers. The teacher will use NYSCCLS: Mathematical Practices.
Part B: Direct Instruction Supplemental Program Information

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

- Needed materials to translate all necessary documents.
- Technology needed to assist in student leveled reading, translating and interventions.

The school has developed an assessment system that assesses students in the four major content areas on CCLS standards. Masteries are given on a bi-weekly basis and assessments on individual standards and Quarterlies are given once a quarter, and assess all standards. The data is then discussed during common planning so that teachers can better target and differentiate their instruction. Both ELA and Math Common Planning meetings have been added to the ENL teacher's schedule so she will have a knowledge of what standards students are struggling with and what interventions are taking place during class time. She can then cross reference that with NYSESLAT results from Spring '18 to design targeted instruction.

All attendance will be kept on file.

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 Borough Support Office - Instructional Leads here at JHS 144, 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 2018-19 school year, all teachers will receive a minimum of 7.5 hours of ENL based strategy training through professional development days, workshops and/or seminars. The Guided Reading Program has been introduced to teachers who
Part C: Professional Development

instruct beginning English Language Learners and will continue to be implemented. Professional Development, as well, will continue to be offered for writing IEP’s for ELL/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 as well as any new mandates, regulations and expectations set forth by the state and the school.

Audience: Teachers of English Language Learners

Date: October 17, 2018

Provider: JHS 144 Administration & Instructional Leads

Topic 2: Unlocking the Research on English Learners

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

Audience: Teachers of English Language Learners

Date: November 21, 2018

Provider: ELL Coordinator

Topic 3: Co-Teaching Strategies in the ELL Classroom

Rationale: To provide teachers and school leaders with a common vision for co-teaching with an ELL teacher and content specialist.

Date: December 12, 2018

Provider: ELL Administrator

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 ELL teachers. Some of these in-house Professional Development Sessions are:

• ELA/ENL 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-
**Part D: Parental Engagement Activities**

3:05 p.m. The ELL Institute 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 our ELLs. The ELL Institute will be held 9 times during the school year - once each month. The Institute to be conducted by Mr. Rivera (Assistant Principal responsible for ENL/ELLs) and Ms. Verrino (licensed ENL teacher) will be approximately 60 minutes long.

**Topic 1: Academic Language Proficiency**
Rationale: Research based opportunities for proficiency
Name of Provider: Certified ENL 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 ENL teacher
Audience: Parents of school community
Time frame: 5:00-6:00

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

---

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental</td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

---

2018-19 SCEP-FF
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Software (Object Code 199)</th>
<th>_____</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td></td>
<td>na</td>
<td>na</td>
</tr>
</tbody>
</table>

| TOTAL                                    | _____           | _____                                       |
|                                          | na              | na                                           |
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
<td>144</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michaelangelo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Ellen Barrett-Kelly</td>
<td>Ms. Emily Wernau</td>
<td>N/A</td>
<td>N/A</td>
<td>Ms. Joanne Verrino/ENL</td>
<td>Mrs. Cindy Larin</td>
<td>Ms. Kaitlin Fehn/ELA &amp; ENL</td>
<td>Parent</td>
<td>Mrs. Latisha Beretervide</td>
<td>Field Support Center Staff Member</td>
<td>Ms. Meisha Ross Porter</td>
</tr>
<tr>
<td>Mrs. Kristina Cotto/ Math &amp; ENL</td>
<td>Parent Coordinator Ms. Rhonda Clarke</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Count</th>
<th>Remarks</th>
<th>Count</th>
<th>Remarks</th>
<th>Count</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>1</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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)</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 SCEP-FF
Total number of students in school (excluding pre-K) | 497 | Total number of ELLs | 49 | ELLs as share of total student population (%) | 9.86%

Part II: ELL Demographics

A. ELL Programs

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

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This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☐ No ☒ If yes, indicate language(s):
- Dual language program (DL) Yes ☐ No ☒ If yes, indicate language(s):
- Freestanding ENL Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

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<th>Program</th>
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Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

The assessment tools our school uses to assess literacy skills of ELL's are DRP, WIST, TOSWR (Test of Silent Word Recognition) and NYSESALT. Students are administered the DRP in September, January, and May. Based on the text comparison chart, teachers are informed of the reading level of the students. If the student scores are below 45, the student is administered the WIST, TOSWR and FP. This allows administrators to schedule the student for Wilson, Just Words or Guided Reading. This allows students to be tracked by data as to their progress. These assessments assist staff in identifying the skills and strategies that students need assistance with and are used for placement in intervention programs. This information guides classroom instruction and enables teachers to differentiate instruction based on student needs. School-wide goals as set out in the CEP are also developed based on the identified needs. The CEP goals reflect the need to focus on and improve ELL achievement. There is also a teacher created assessment system where teachers provide skill based mastery assessments and quarterly...
assessments that act as an ELA test diagnostic. The data can be aggregated and itemized to indicate what specific skills ENL/ELL learners have strengths and weaknesses with. Teachers can then use the data to impact their lessons and curriculum.

2. What structures do you have in place to support this effort?
In teacher teams, once a week teachers use the Quarterly exam data or student work provided from their Culminating Tasks to identify skill gaps. They then work collaboratively to close the skill gap using a research based pedagogical practice. They track the practice's success during this inquiry cycle. Also, after the DRP is administered, students are grouped and those at a far below reading level are provided with an intervention program such as Wilson, Just Words or Leveled Text Reading Group in a reading enrichment class.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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. We also administer the Degrees of Reading Power Assessment three times a year to gauge the improvement of students reading levels. This assessment is also a predictive for the ELA state test. After the NYSESLAT is analyzed and indicates students' performance level, students are then placed in a class that allows for ENL integrated teaching or a class with a teacher that is certified in both the content and ENL/ELL education.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Our Mastery system is designed such that if a student does not achieve mastery on the assessment, that there then needs to be an intervention executed to assist the child in mastering the standard. After the intervention is administered by the teacher, the students are then re-tested to see if they have a better understanding afterwards. The success rate, intervention and re-test are recorded on our shared Google tracker sheet. Also, in teacher teams, once a week teachers use the Quarterly exam data or student work provided from their Culminating Tasks to identify skill gaps. They then work collaboratively to close the skill gap using a research based pedagogical practice. They track the practice's success during this inquiry cycle. Also, after the DRP is administered, students are grouped and those at a far below reading level are provided with an intervention program such as Wilson, Just Words or Leveled Text Reading Group in a reading enrichment class.

5. How does your school use 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 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 class time. 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 after school program and Saturday Academy for more one on one support. Also, during their stand alone sessions they are provided with more individual support. Our school uses the RTI framework to ensure that the ELL students are receiving appropriate interventions and supports to ensure their academic success. If a child does not exhibit mastery on an assessment then they are given an intervention that would best suit their needs so that they can better grasp the various standards. The data is shared in a Google Cloud site so that various teachers are abreast to the child’s progress and can support in their respective classes. Additionally, after taking various screeners and diagnostics at the beginning of the year, enrichment classes are offered to students for both ELA and Math. In those classes, students are offered small group instruction alongside interactive programs like i-Ready and Achieve3000.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
Many of our students demonstrate strong speaking skills, however, there is need for improvement in Listening, Reading and Writing as revealed through the NYSESLAT. According to the test, 0% of grade 8 students scored as commanding on the 2017 NYSESLAT, 40% were Expanding, 25% were Transitioning, 38% were Emerging, .04% were Entering. .05% of grade 7 students scored as commanding on the 2017 NYSESLAT, 18% were Expanding, 29% were Transitioning, 24% were Emerging. 17% were Entering. 0% of grade 6 students scored as commanding on the 2017 NYSESLAT, 33% were Expanding, 26% were Transitioning, 20% were Emerging, .06% were Entering. All teachers of ENL/ELL students receive the NYSESLAT data and create SMART goals that are shared with the student and the parent to ensure that students are tackling the competencies that they need to in order to better their academic performance.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Through our inquiry team, teachers examine data and hypothesize on a high leverage skill gap. Then, they research various pedagogical strategies that will close the skill gap. They work collaboratively to plan lesson with these practice then execute the lessons. They keep data to ensure that students are progressing in a shared tracking tool on Google. Also, there are Data Deep Dive professional learning session during Monday PD time. Teachers receive data and then must identify patterns or implications. From those, they then create next steps so that they can adjust programs accordingly to suit students' needs.

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**Part IV: ELL Programming**

**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 stand alone model is heterogeneously grouped students according to their level but the structure is such that the ENL teacher is able to utilize flexible grouping in order to have students support each other or so that they can receive homogeneous supports. During that time, students become familiarized with different modalities and practice them while gaining exposure to the NYSESLAT. 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. Technology is also available for students to use to not only support translation but to utilize different programs such as i-Ready, Achieve3000 and MyOn. ENL/ ELL students are grouped in a homogeneous class for integrated instruction and receive their mandated minutes in ELA and in some instances Social Studies, depending on their level as indicated by the EDAT. Then, during the week students are pulled out depending on their minutes and provided more support where the ENL teacher can utilize the flexible grouping in stand alone.

   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 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. If students speak a low incident language we provide translation services.

5. 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 curricula 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.

6. 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.

6e. 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, DRP, 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. If students are able, they can also receive Wilson or Just Words training or a reading level appropriate group in a book club during their enrichment period.

7. 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 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. Our school uses flexible scheduling to provide Just Words intervention for our ELL student with IEPs. Also, integrated ENL is provided to students as per the EDAT restrictions with teachers that are both SPED and ENL certified. Thus, teachers are strategically programmed to provide support in both veins.

8. 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 re-administered to the student to check for mastery.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Our school has purchased Achieve 3000, iReady 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. We have created reading enrichment classes where students can read high interest, at level books in literature circles so that they can create a literacy experience that is enjoyable and skill building in a social and collaborative space.

10. If you had a bilingual program, what was the reason you closed it?

N/A
11. 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.

12. 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. We have invested in i-Ready, Achieve 3000 and MyOn programs to support students at their various levels. All programs offer auditory support and can read to the children, visual support and are leveled to support all readiness levels. Additionally, every cluster has been provided with Google Chrome Books which students can use for translation and to access the various programs.

13. How is home language support assessed and 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.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

J.H.S. 144 is a grade 6-8 Middle School. All resources correspond with the ELL’s ages and grade levels. Materials are leveled to match the students' proficiency levels and content is grade and age appropriate.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

JHS 144 is a shared location. Both schools are able to provide the adequate space needed for classes and out reach. As both schools are MSQI schools, many of the resources used are alike and supported by respective coaches, through the initiative. The 144 campus does have a collegial and supportive relationship should there be any needs that arise, school leaders work together to best support ELLs. 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. 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.

17. What language electives are offered to ELLs?

Students in Grades 6-8 are offered Spanish language instruction.

18. 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.

### 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 and non-pedagogic staff.) 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. Office personnel and non-pedagogues receive professional development regarding compliance via turnkey sessions or the borough support center. Also, through MSQI our Parent Coordinator has received parent outreach training as it pertains to ENL/ELL families and our literacy initiatives. The ENL supervisor or coordinator keeps an attendance log of the various professional developments both attended and offered.

2. **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 and in house through instructional leaders. 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. ENL 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.

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. For one-to-one meetings, the ENL Coordinator keeps a log of letters that went home to parents and then attendance sheets of their attendance which will be shared with administration.

2. 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.

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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Ellen Barrett-Kelly, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted/inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen Barrett</td>
<td>Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Emily Wernau</td>
<td>Assistant Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Rhonda Clarke</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Joanne Verrino/ ENL</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Latisha Beretervide</td>
<td>Parent</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Kristina Cotto/ ENL &amp; Math</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Kaitlin Fehn/ ENL &amp; ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Cindy Larin</td>
<td>School Counselor</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Meisha Ross-Porter</td>
<td>Superintendent</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Pierre Wladimir</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhonda</td>
<td>Clarke</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   During the initial interview and registration the ENL/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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Arabic</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Urdu</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hausa, Soninke, Chinese</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendars are issued every month (calendars include conferences and state testing dates)</td>
<td>The first week of every month</td>
<td>Prior to distribution the LAC will translate the document using DOE provided templates for provided language. for any languages the DOE does not provide for, the DOE will contact and hire a DOE approved translation vendor to create the translated document.</td>
</tr>
<tr>
<td>After School applications are distributed in September and periodically to newly enrolled students</td>
<td>August 2017</td>
<td>Prior to distribution the LAC will translate the document using DOE provided templates for provided language. for any languages the DOE does not provide for, the DOE will contact and hire a DOE approved translation vendor to create the translated document.</td>
</tr>
<tr>
<td>Memo issued by Administration</td>
<td>As needed</td>
<td>Prior to distribution the LAC will translate the document using DOE provided templates for provided language. for any languages the DOE does not provide for, the DOE will contact and hire a DOE approved translation vendor to create the translated document.</td>
</tr>
</tbody>
</table>
Progress reports and data regarding student achievement and performance | Once a quarter | Prior to distribution the LAC will translate the document using DOE provided templates for provided language. For any languages the DOE does not provide for, the DOE will contact and hire a DOE approved translation vendor to create the translated document.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The initial interview, ELL orientation,</td>
<td>September 2017/ Throughout the year</td>
<td>We use bi-lingual staff, over the phone interpretation and the use of a translation vendor if needed.</td>
</tr>
<tr>
<td>Open School Night</td>
<td>September 2017</td>
<td>We use bi-lingual staff, over the phone interpretation and the use of a translation vendor if needed.</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>November 2017, March 2018, May 2018</td>
<td>We use bi-lingual staff, over the phone interpretation and the use of a translation vendor if needed.</td>
</tr>
<tr>
<td>Parent Engagement Time on Tuesdays</td>
<td>Throughout the year</td>
<td>We use bi-lingual staff, over the phone interpretation and the use of a translation vendor if needed.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

During the 2017-2018 school year, we will begin using language line and train staff in its use in the event of an emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

During our Monday Professional Learning time, the LAC will turnkey all of the policies and services available to translate for our families. Additionally, the ENL coordinator will distribute translation kits to the teachers so that all teachers are able to offer translation to their parents.
Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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. Also, a vendor can be contracted to assist in a low incident language.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

On Tuesday's JHS 144 participates in parent outreach. The ENL 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 if 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. She will offer a survey to all LEP parents that gauges their feelings and needs regarding the translation services provided by our school.