



MULTICULTURAL HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 19K583
ADDRESS: 999 JAMAICA AVENUE, BROOKLYN, NY, 11208
TELEPHONE: 718-827-2796
FAX: 718-827-3970

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 19K583 **SCHOOL NAME:** Multicultural High School

SCHOOL ADDRESS: 999 Jamaica Avenue, Brooklyn, NY 11208

SCHOOL TELEPHONE: 718-827-2796 **FAX:** 718-827-3970

SCHOOL CONTACT PERSON: Rafael Cruz **EMAIL ADDRESS:** Rcruz10@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Shirley Martinez

PRINCIPAL: Altagracia Liciaga

UFT CHAPTER LEADER: Luis Villada

PARENTS' ASSOCIATION PRESIDENT: Manolo Ureña

STUDENT REPRESENTATIVE: Rynaldis Castillo
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** Empowerment Schools
Organization - CFN 9\ Maverick
Education Partnership

NETWORK LEADER: Varleton Mac McDonald

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Altagracia Liciaga	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
Manolo Ureña	*PA/PTA President or Designated Co-President	
Maribel Indio	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ronald Quimis	DC 37 Representative, if applicable	
Smarlin Arias	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Silvano Indio	Parent	
Evaristo Ovalles	Parent	
Marco Mejia	Parent	
Josefina de Tejada	Parent	
Shirley Martinez	Guidance Counselor	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Multicultural High School is a 99 % English Language Learners high school with transitional bilingual program. Most of our students are new immigrants from sixteen different Spanish-speaking countries with less than three years in the United States. Others came from Jamaica, France and Sierra Leon. 17% of our student body is considered SIFE, (Students with interrupted formal Education). We strongly believe in delivering a rigorous curriculum to all students including students with special needs. For the last three years we have focused on providing teachers with ongoing professional development in the different areas, such as, differentiated instruction, looking at students' work, smart board training and Classroom management. Starting spring 2011 we will implement biweekly professional development sessions in addition to the mandated staff development days scheduled by Department of Education (DOE). These professional developments support the infusion of arts and technology across curriculum. The use of technology has been playing a great role in engaging our students and helping them to master important topics. Our students' development of arts was evidenced by the fact that one of our students won first place in last year citywide NYSABE poster contest. About one hundred and fifty entries were evaluated by their judges.

One of our greatest emphasis is the continuous effort to track student progress. We have developed an Assessment Data Analysis (ADA) in which students are assessed every three weeks. This system has the following sections: Ongoing assessments record, a collection of exam history, strengths description, weaknesses description, action taken, an individual student intervention plan (SIP) which highlights specific targeted skills or areas in need of improvements, among other parts. We then use this information to deliver data-driven instruction.

The LAP team consisted of the former UFT chapter leader, the guidance counselor, three content area teachers, parent coordinator and the principal. We are revise our curriculum, student program and schedule, develop new ways to improve our students reading and writing skills, and expand the number of AP courses; PSAT and SAT prep courses that focus on the needs of ELLS. Also, we will be looking at the creation of chess, art appreciation, and reading clubs just to mention a few.

Our mission is to provide all students with an education that is challenging, world class, technologically sophisticated and socially empowering so that students will be adequately prepared for higher education, the world of work, active civic participation and life-long learning. All classroom instruction will be standards-based and enriched by the expertise of the staff members. The Multicultural community staff, parents and students, will work together to ensure our students' success. Authentic instruction and assessment through the arts will be encouraged and the students will be offered the tools which allow them to reach their maximum potential in the twenty-first century.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS														
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7					
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded								
Enrollment:					Attendance: % of days students attended*									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10							
Pre-K							91							
Kindergarten				Student Stability: % of Enrollment										
Grade 1														
Grade 2										(As of June 30)	2007-08	2008-09	2009-10	
Grade 3										97	97	99		
Grade 4				Poverty Rate: % of Enrollment										
Grade 5														
Grade 6										(As of October 31)	2007-08	2008-09	2009-10	
Grade 7										100	98	98		
Grade 8				Students in Temporary Housing: Total Number										
Grade 9														
Grade 10										(As of June 30)	2007-08	2008-09	2009-10	
Grade 11										1	4	2		
Grade 12				Recent Immigrants: Total Number										
Ungraded														
										(As of October 31)	2007-08	2008-09	2009-10	
Total													346	
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10							
Number in Self-Contained Classes			0	Principal Suspensions										
No. in Collaborative Team Teaching (CTT) Classes			0	Superintendent Suspensions										
Number all others			0											
<i>These students are included in the enrollment information above.</i>														

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number N/A			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	104	228	341	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	101	227	300	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	0	1	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	8	19	24
				Number of Administrators and Other Professionals	2	3	5
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	0	0	0
(As of October 31)	2007-08	2008-09	2009-10				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	1		
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American	3	1	1	Percent more than five years teaching anywhere			
Hispanic or Latino	97	99	99	Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.	0	0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White	0	0	0				
Multi-racial	0	0	0				
Male							
Female							

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	Well-developed
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-developed
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Well-developed
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Well-developed
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Well-developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The Multicultural High School community recognizes the importance of higher education. To educate and prepare new immigrant students (ELLS) who have been in the U.S.A. less than 3 years for the expeditious acquisition of English language proficiency and readiness for the world of higher education and the workplace while retaining and enhancing their skills in their native language.

We will implement authentic academic instruction which focuses on the learning strategies that promote construction of knowledge and discipline inquiry. We will encourage students to construct or produce knowledge rather than reproducing or repeating meaning or knowledge.

Articulation of the curriculum across the grades will be ensured by a curriculum-mapping plan. Mapping will be implemented so that the curriculum is integrated and spirals throughout the grade. Mapping strategies show common concepts to be taught, gaps in learning that are repetitious in curriculum and how our curriculum will be connected. It will provide us with the visual image of the educational process being experienced by our students.

Our school's staff recognizes that there is much work to be done and accordingly has identified particular areas in which our students need improvement. From all the information that we have accessed from the profile of our entering 9th and 10th grade students, and currently 11th graders, we will implement effective AIS Support Services as well as other educational support services. Academic Intervention Services and ESL services are provided according to students' levels and are aligned with the math and literacy blocks. Levels three and four are targeted into enrichment blocks in non-content areas (i.e. music, dance and art).

Services Provided Include:

School –Wide Program
After-School Reading Program
After-School Integrated Algebra Program
Saturday Academy
Summer School Program
Guidance Services
School-Based Support Team
Before and After School Programs

**Special education students are entitled to all the above-mentioned services

What student performance trends can you identify?

During the year 2008-09 our student body consisted of 350 by June 2010. This is particularly notable in light of the fact that enrollment was ongoing throughout the last three years. We had an initial enrollment of only 4 students and our numbers grew each month.

Our students developed a sense of community, an adaptation to their new language and culture as well as feeling that their own culture was valued and respected in the school community. We finished the school without a major incident among them. We made these accomplishments in addition to the ones that follow within our first year (2007-2008).

Sixty-five percent of the students attained Honor Roll status.

Daily attendance was above 90% on a daily basis.

Students were provided with the following enrichment programs:

- Partnership with the Brooklyn Museum
- Partnership with the Metropolitan Museum of Art
- Partnership with Lincoln Center
- Career Fair

Educational Trips:

- Museum of Natural History
- Radio City Music Hall
- The Lion King Broadway Show

Viewing of educational movies such as:

- Ancient Egypt
- World War I and II
- The Byzantine Empire
- Body Limits
- Future Cars

- What are the most significant aids or barriers to the school's continuous improvement?

- ✓ 17% of our current students' population is SIFE (Students with interrupted formal Education).
- ✓ Special Needs students who are not eligible for evaluation/services during their first year in the U.S.
- ✓ Separation anxiety issues due to atypical family constellations.
- ✓ Our students came with a lack of knowledge of American history in general including US Government, Global History, U. S. History and English.

The Multicultural High School recognizes that there is more work to be done and accordingly has identified particular areas that need improvement. From all the information at hand, a profile of entering ninth grade and tenth grade children reveals the need for effective Academic and intervention Services (AIS) and Support Programs as well as other education support services.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

These are the main goals for this year:

1. 100% of the students who have failed any regents will be offered regents preparatory classes.
2. At least 50% of students taking the NYSESLAT will move up one level (for example from Beginner to Intermediate or Intermediate to Advance) by June 2011
3. At least 15 out of 57 Cohort 2011 students will pass the English Language Arts (ELA) regents by January 2011
4. 37 out of 74 SIFE students (50%) will pass all their subjects each marking period.
5. 100% of our teachers will receive ongoing professional development. At Work in the Differentiated, Classroom Management techniques by a highly qualified consultant (AUSSIE), Smart Board from basic to advanced training
6. Average Monthly Attendance will be maintained at 90% Attendance improvement strategies will enhance our current attendance system to improve track at risk and Long Term Absentee students. LTAs' absences will be reduced by at least 5%

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Regents

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of the students who have failed any regents will be offered regents preparatory classes.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Remediation\Regents prep classes will be offered before and after school and on Saturdays. • Differentiated instruction will be provided to meet students' needs • All students from cohort 2011 who are not meeting the promotion requirements will be offered before and after school session and on Saturdays Provide additional support to SIFE students • Additional support will offered in the classrooms • Continue to discuss Assessment Data Analysis with teachers to evaluate student progress • Teachers will provide intensive academic instruction to students who will be taking the Regents In order to have some flexibility to accommodate student needs, • This activity will be supervised by an administrator • After January 2011 regents' results, we will review students data (including NYSESLAT) to identify, and develop an intervention plan according to the student needs and CR Part 154. During the spring semester we revisit all student program to help them meet graduation requirements. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in</p>	<p>SWP Title 1, Tax Levy, Part 154 Title III,</p> <ul style="list-style-type: none"> • Provide extended day\school services for struggling students • Provide enrichment programs will be provided to advance students subject to teacher availability 	

<p><i>this action plan.</i></p>		
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators</p> <ul style="list-style-type: none"> • Assessment Data Analysis (ADA) • ARIS reports • Acuity Measurements are analyzed and used to guide instruction. • Classroom teacher assessments are ongoing. • Student work, oral reports, projects, informal and formal classroom observations, formative assessments • Development of students' native and ESL language • Instrument(s) of Evidence <p>Measure</p> <ul style="list-style-type: none"> • Scholarship reports from all subjects • Regents results • Passing rates will increase as evidenced in scholarship reports 	

	<u>NYSESLAT</u>
<p>Annual Goal 2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 50% of students taking the NYSESLAT will move up one level (for example from Beginner to Intermediate or Intermediate to advance) by June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teachers will provide intensive preparation using various resources such as books, online NYSESLAT test, and multimedia aids tutoring • On-going tests in all four modalities of a language: Speaking and listening, reading and writing • After School, and Zero Period and on Saturdays sessions\programs will be available to student • Small group sessions • Inter-visitations and small group planning sessions • Struggling students who failed ESL will be identified • Additional support will be offered • Differentiated instruction will be provided to meet students' needs
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>SWP Title I; Tax levy, Part 154 Title III, Tax levy</p> <ul style="list-style-type: none"> • Provide additional support to SIFE students • Teachers' per-session • Administrator's per-session • Supplies general • Equipment general • Libraries texts • Transportation of students • Professional Development consultants • Educational Software
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • NYSESLAT results • Tested out of the ESL program • Lab R results will higher • Fall ELA Acuity test and periodic assessments results • Writing samples, reading, listening and speaking teachers' made test tests. • Student work , projects, informal and formal classroom test, formative assessments • Passing rates will increased as evidenced in scholarship reports

<p>Annual Goal 3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>At least 15 out of 57 Cohort 2011 students will pass the English Language Arts (ELA) regents by January\2011</p> <p>(Some of these 57 students are no longer attending school. They opted out\over aged)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Differentiated instruction will be provided to meet students' needs. • All students from cohort 2011 who have not pass the ELA will be offered before and after school session and on Saturdays • Additional support will offered in the classrooms • Continue to discuss Assessment Data Analysis with teachers to evaluate student progress • Teachers will provide intensive academic instruction to students who will be taking the Regents In order to have some flexibility to accommodate student needs, • This activity will be supervised by an administrator • Based on January results staff will continue identify, develop an intervention plan, provided services based on their needs and re-assess\evaluate again
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Part 154 Title III, and SWP Title 1</p> <ul style="list-style-type: none"> • Provide additional support to SIFE students • Provide extended day\school services for struggling students • Provide enrichment programs will be provided to advance students subject to teacher availability • Differentiated instruction will be provided to meet students' needs • Teachers' per-session • Administrator's per-session • Supplies general • Equipment general • Libraries texts • Transportation of students • Professional Development consultants • Educational Software
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Regents results</p>

	SIFE
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<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • 37 out of 74 SIFE students (50%) will pass all their subjects each marking period
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Academic intervention for SIFE students will includes: • small group instruction • Spanish teachers will provide Native Language Arts during after-school classes and Saturday Academy • Fall schedule will be shorter than spring schedule due to light saving calendar. It runs from October to December 2010 • Spring schedule runs approximately the 3rd week in February after has been collected and reviewed • Planning sessions will be held prior to the beginning of any intervention plan • Information from Inquiry team will be share during these sessions
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title III and SWP Title 1</p> <ul style="list-style-type: none"> • Provide additional support to SIFE students • Provide extended day/school services for struggling students • Provide enrichment programs will be provided to advance students subject to teacher availability • Differentiated instruction will be provided to meet students' needs • Teachers' per-session • Administrator's per-session • Supplies general • Equipment general • Libraries texts • Transportation of students • Professional Development consultants • Educational Software
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Writing samples, reading tests, informal and formal classroom observations, quizzes, • NYSESLAT results, student conference, report cards, projects • Student work, oral reports, projects, informal and formal classroom observations, formative • Assessments Additional support will offered in the classrooms • Continue to discuss Assessment Data Analysis with teachers to evaluate student progress <p>Instrument of Measure</p> <ul style="list-style-type: none"> • Passing rates will increased as evidenced in scholarship reports

<p>Annual Goal 5 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>100% of our teachers will receive ongoing professional development; <u>At Work in the Differentiated Classroom</u>, basic Smart Board training and Classroom Management techniques.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development after school, during common period; teachers will participate in professional learning opportunities offered by the CFN 9 and the Office of English Language Learners; the Inquiry Team will focus its work on developing instructional strategies to help teachers address the needs of SIFE and struggling Cohort 2011 students failing to meet graduation requirements.. These learning opportunities will be offered to teachers at least twice a month during the school year.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title III and Title 1</p> <ul style="list-style-type: none"> • Provide additional support to SIFE students • Teachers' per-session • Administrator's per-session • Supplies general • Equipment general • Libraries texts • Transportation of students • Professional Development consultants • Educational Software
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Classroom observations; student performance on assessment instruments, grade data analysis Instrument of Measure</p> <ul style="list-style-type: none"> • Passing rates will increased as evidenced in scholarship reports

<p>Annual Goal 6</p> <p>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Average Monthly Attendance will be maintained at 90%. Attendance improvement strategies will enhance our current attendance system to improve track at risk and Long Term Absentee students. LTAs' absences will be reduced by at least 5%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identify duties and responsibilities for each attendance team member which includes daily and weekly functions • Training on ATS of attendance team members to familiarize each member with the ATS reports which are available • ATS reports enable more effective attendance outreach • Regular communication amongst the members, guidance counselor, attendance teacher and parent coordinator is essential for effective monitoring of attendance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title III and Title 1</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>RE: Daily and Weekly Attendance Procedures</p> <p>Attendance Procedures:</p> <ul style="list-style-type: none"> • Daily Attendance Rosters are printed and placed in the Teachers Daily Attendance Folder Scanning of daily attendance takes place by 10 am • An RNOC is used to verify that all daily rosters are scanned • Ms. Celio or Ms. Castro verifies the absence list with staff members for further accuracy The corrected RDAL identifying absent and late students is then used for phone calls which are made beginning 3rd period by Ms. Castro and Mr. Quimis. • An RSAL which reflects the daily attendance percentage and the RDAL are provided daily to Ms. Liciaga.

- Subject Class Attendance rosters are picked up on Monday morning and collected on Friday during 7th and 8th period by Ms. Celio
- A REVA report reverses absence on the basis of subject class attendance (See next box)
- The REVA is done every Monday
- Useful ATS reports include the RCUA which provides an alphabetical listing of all student attendance
- a RISA which provides individual attendance, a RPAR which provides subject class attendance and a RPCS which identifies cutters
- Discharge information is gathered from Ms. Martinez and the attendance team members. Discharges are entered in ATS according to Chancellor's regulations.
- Attendance Teacher Denise Scott reports to the school on Wednesdays to review no shows (RSNS), 407's and discharges.
- Weekly attendance meetings are held to include the guidance counselor, parent coordinator, school aides and attendance teacher
- Minutes are kept, a copy to each participant and the principal.
- Monthly PAR is produced by Ms. Cello and forwarded to the principal for sign off

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

***Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL

9	15	15	12	8	4	6		4
10	15	26	14	14	14	4	14	12
11	19	12	6	17	5	10	1	6
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Below you will find the total number of students receiving Academic Intervention Services (AIS) by subject.

Please be advised the number of students attending to all before and after school and Saturday Academic session may vary. For instance, Zero period schedule was offered from 7:00 am to 8:00 am. We provided additional instructional to supplement the regular classroom Instruction as follows:

Subject	# of students served	Cohort 2011 students	Sessions offered	Schedule
English Language Arts regents prep classes offered	47	47	Zero period Mo-Th Saturdays – 2 sessions (S1,S2)	7:00 am – 8:00 am Sat S1 9:00 – 11:00 am Sat S2 11:15 - 1:00 pm
Global History	25		Mo – Th	3:15 pm – 4:30 pm
*Global History US History Living Environment	3 6 5	3 * 6 5	Mo – Th During school hours During school hours	3:15 pm – 4:30 pm Pd 6 Pd 8
*Starting in Nov\10 we focused on these 3 students only No all started the date		*Missing Global, US History or Living Env to meet graduation requirements		

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Before school tutoring (zero period) After-school tutoring Saturday Academy
Mathematics:	Before school tutoring (zero period) After-school tutoring Saturday Academy
Science:	Before school tutoring (zero period) After-school tutoring Saturday Academy
Social Studies:	Before school tutoring (zero period) After-school tutoring Saturday Academy
At-risk Services Provided by the Guidance Counselor:	Individual counseling Group counseling Referrals Classroom Presentations
At-risk Services Provided by the School Psychologist:	Evaluations Referrals for services
At-risk Services Provided by the Social Worker:	Classroom presentations. Individual counseling, Referrals
At-risk Health-related Services:	Immunizations, contraception, Diabetes counseling, PPD tests & medications for TB, ...

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part A: Language Allocation Policy (LAP)

Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

I. Language Allocation Policy Team Composition:

<i>Principal:</i>	Altagracia Liciaga	<i>ESL Teacher:</i>	Katrina Cabrera
<i>Assistant Principal:</i>	Rafael Cruz		
<i>Guidance Counselor:</i>	Shirley Martinez		
<i>Content Area Teacher:</i>	Ricardo Arjona		
<i>Content Area Teacher:</i>	Alex Pajares	<i>Parent Coordinator:</i>	Indhira Castro

II. Teacher Qualifications

Please indicate the following:

- Number of certified ESL Teachers: 4
- Number of certified bilingual Teachers: 3
- Number of certified Foreign Language Teachers teaching NLA: 3
- Number of Content Area Teacher with Bilingual Extension: 3
- Number of Special Education Teachers with Bilingual Extension: N/A
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension: 13

III. School Description / Demographics (Be sure to include the number of students in school and number of ELLs in the school.)

The Multicultural High School provides all students with an education that is challenging, world class, technologically sophisticated and socially empowering so that students will be adequately prepared for higher education, the world of work, active civic participation and life-long learning. We have a Transitional Bilingual Program. All 426 of our students are English Language Learners; their first language is Spanish; 17% of the students have Interrupted Formal Education and 93% of the student population has been in the country less than 3 years. All classroom instruction is standards-based and enriched by the expertise of the staff members. The Multicultural community staff, parents and students, will work together to ensure our students’ success. The majority of our students live near the school; others travel from the Williamsburg section of Brooklyn where our school was originally located.

- a. 84 % are from the Dominican Republic the rest (16%) are from Puerto Rico, Mexico, Ecuador, Honduras, Venezuela, El Salvador, Peru, and Guatemala. Colombia and 1 from Jamaica, 1 France, and 1 from Sierra Leon.
- b. There are currently 426 enrolled at MHS. 99% ELLS all native Spanish-speaking. The school was created to server newcomers. We also have a large group of over aged students in all four grade level in addition to 17% of SIFE students.
- c. Our teachers are certified in their content area. Our departments consist of:

2 Algebra, 1 geometry; 4 Science (1 teaches Health); 3 Physical Education (one is a dean); 34 Social Studies; 2 Art; 3 Spanish; 1 bilingual Guidance counselor.

IV. ELL Identification Process & Parent Choice Include a brief paragraph to describe in detail:

- Initial identification process for ELLS(include HLIS and LAB-R)
- Staff responsible (include qualifications-license) for implementing HLIS and administration of LAB-R
- Step to ensure yearly NYSESLAT implementation (include staff responsibilities in process)
- Parent information/ Parent Orientation Process and parent Program Choice Procedures
 - Include process, outreach plan and timelines for parent choice options
- Yearly distribution and collection of parent choice letters
- Procedures to place ELLs in Bilingual and/or ESL programs including communication with parents
- Trends in parent program choice as evidenced by past years
- Align school programs to parent choices
- Future plans to align school programs to parent choices for educational program models

The initial screening to identify ELLs at MHS is conducted by one of our certified ESL teachers, Ms. Cabrera, following the administration of the Home Language Identification Survey (HLIS). She administers the LAB-R and additional assessments to determine the appropriate language level. Our bilingual-Spanish- guidance counselor, with the support of our bilingual Parent Coordinator administers the HLIS. We follow the state's regulation in testing students for the NYSESLAT. Students receive rigorous instruction in ELA and ESL to meet the state's standards in these areas and prepare them for life.

ESL level as determined by the NYSESLAT, LAB R results, as well as in-house ESL placement tests, is the first factor in determining student grouping. Other factors, such as SIFE and special education, native language arts, and performance level in mathematics also determine student grouping.

Parent Choice:

As mentioned above MHS was created as a transitional bilingual high school for Spanish-speaking students with less than 3 years in the USA. We are also screened school and part of the admission process is a parent interview with our bilingual guidance counselor. As part of this initial interview, the transitional bilingual program is explained. In addition, the school sent out the Spanish version of the eligibility and parental choice letters provided by the DOE. Included with these letters, the school included a brief, informative flyer requesting parent who does not wish their child to be enrolled in a transitional bilingual to contact school immediately. No parent has done so. Also, a summer information session\parent orientation for new incoming students was held during the summer (who attended\and by mail to those who did not attend) on parent choice among other issues.

Parents see an orientation video that describes all three programs. The video is shown during registration, and we make sure that parents understand the different between Free Standing ESL and Transitional Bilingual programs. Parents have opportunities to ask questions in Spanish and see how the bilingual program to expedite their English proficiency and develop their native language skills.

Entitlement letters are mailed to parents and or sent with their children; parents are reminded about these documents at Parent Teacher conferences, through phone calls and periodical newsletters; Parent Survey and Program Selection forms are distributed during orientation and collected the same day.

V. ELL Programs Please include the following:

Number of ELLs in Transitional Bilingual Education Programs: **357**

Number of ELLs in Dual Language Education Programs: 0

Number of ELLs in ESL Self Contained Classes by grade Education Programs: 0

Number of ELLs in ESL Push –In / Pull-Out by grade Education Programs: 0

Part A: Language Allocation Policy (LAP)

P.2

VI. Years of Services / Programs / ELLS by Sub-groups (Please refer to worksheet.) Include:

- Number of ALL ELLs: **426**
- Number of SIFE: **74**
- Number of Newcomers: **300**
- Number of ELLs in grades 4-6: **0**
- Number of ELLs in special education: **3**
- Number of Long – term ELLs: **2**
- Number of ALL ELLs by subgroup and years of service: **426**

VII. Home Language Breakdown and ELL Programs

1. ESL Program - Break down by grade and language
MHS offers a transitional bilingual program for native speakers of Spanish.
2. Transitional Bilingual Education –Break down by grade and language
9th grade: 124; 10th grade: 116; 11th grade: 101; Grade 12: 87 Cohort 2011: 94
3. Dual Language – Include N/A
 - Break down by grade and language
 - Number of ELLs participating
 - Number of bilingual students fluent in both languages
 - Number of third language speakers
 - Ethnic breakdown of English Proficient Students in DL Program

VIII. Program and Schedule Information

- Describe how instruction is delivered.
- Include sample student schedule.
- Describe model
- Staffing for compliance with CR Part 154 (required instructional time)

- Content Instruction
- Differentiating Instruction for ELLs / Sub-groups

Our organizational model includes co-teaching (ESL/ELA) and self-contained classes. The school day is divided into periods and all students are assigned an official class (A-E) based on their language proficiency and performance; we have heterogeneous grouping in ESL; students with similar official class designation travel together.

All students receive an average of 53 minutes of instruction in Native Language Arts per day, as stipulated in part 154. Advanced students receive more than 263 minutes of instruction in ESL and, in some cases, in ELA; students benefit from receiving instruction from a dual license ESL/ELA teacher. Some beginning students receive 337 minutes of ESL instruction per week, including before school and after school programs. Budget constraints and shared space in our sharing building has hindered our efforts to provide additional instructional time to our beginning students. In planning for our next school year, we are exploring different options to rectify this situation. We are continuously monitoring student performance, using our Assessment Data Analysis (ADA), having every 3 weeks meeting, and providing sustained professional development to our staff to ensure that all students receive quality instruction and timely support.

We provide bilingual instruction (Spanish) in math, science and social studies, using a unified teaching method (Point of Entry Model). As the name indicates, our teachers facilitate instruction through modeling, using a myriad of ESL methodologies: contextualizing, vocabulary development, building background knowledge, text-representation, anxiety reduction, and so forth. Technology is integrated into every lesson through the use of smart board-every classroom has one-, laptops, interactive graphic calculators, Brain Pop, and united streaming, which we use to build and activate background knowledge. As part of our teaching model, students are afforded opportunities to work in pairs and different types of flexible groupings as well as individually. Classrooms are setup to allow teachers to monitor student progress at all time to inform instruction, and provide differentiated instruction.

To address the instructional needs of our different sub-groups, we evaluate their performance in our data committee, and identify areas that we need to focus on, be it instruction, parental involvement, attendance or professional development. This approach is universal to all sub-groups. For SIFE, we have scheduled a series of workshops for parents to help them navigate the Internet and infuse literacy at home by reading to the students in their native language, and help them do better in school. Students receive recognition for their academic progress; in addition, students and parents participate in field trips to enhance their learning and explore the city and the United States. Teachers are trained to recognize SIFE (17% of our population) and provide instruction that meets their academic needs.

Native Language Arts teachers works closely with their colleagues to assist them in lesson planning and differentiating instruction for this group of students. SIFE receive additional support in native language and English development. At Multicultural High School, more than 98 percent of the students are newcomers. In addition to the regular academic program, they participate in the programs we offer before, after school and on Saturday Academy and benefit from all field trips and other extra-curricular activities. We use differentiated support and instruction for all students, including the few who have been in the country fewer or more than 3 years. The guidance counselor meets with this cohort regularly and holds meetings with parents and teachers to monitor their performance.

IX. Plan for SIFE

A number of school committees were involved in the recent change to and specific interventions for struggling students that were implemented at a program level. Teachers made several recommendations to the about students with extreme literacy challenges (usually SIFE and/or Special Education students). The highlighted areas of improvements were the following: low literacy and little oral and written ability in Spanish. It is important to mention that about 25% of the incoming ELLS come with a solid foundation in all four modalities of a language: speaking, listening reading and writing; in addition to a highly -developed oral comprehension and speaking ability in English as well. These students are integrated with higher functioning peers who can serve as models for their literacy and become tutors to the low performing classmates.

Native Language Arts teachers works closely with their colleagues to assist them in lesson planning, including differentiating instruction for this group of students. SIFE receive additional support in native language and English development. At Multicultural High School, more than 98 percent of the students are newcomers. In addition to the regular academic program, they participate in the programs we offer before, after school and on Saturday Academy and benefit from all field trips and other extra-curricular activities. We use differentiated support and instruction for all students, including the few who have been in the country fewer or more than 3 years. The guidance counselor meets with this cohort regularly and holds meetings with parents and teachers to monitor their performance.

ESL level as determined by the NYSESLAT, LAB R results, as well as in-house ESL placement tests, is the first factor in determining student grouping. Other factors, such as SIFE and special education, native language arts, and performance level in mathematics also determine student grouping.

X. Plan for ELLs in school less than 3 years/ Newcomers

- a. Spanish teachers work with cognates which is one of the ways that Spanish is used to transfer skills into English. Starting next fall in bilingual content-area classes, the close of the lesson will take place in English.
- b. The LAB-R in English is used to determine eligibility for services and the LAB-R in Spanish is one of the factors determining whether a student is in need of additional native language development. In addition, in-house placement exams in mathematics, Spanish, and ESL help to determine the student's program during their first semester at MHS. NYSESLAT results, as well as student achievement in ESL/ELA classes determine ESL level.
- c. Approaches, strategies, and specific instructional resources
 - a. ESL/ELA classes utilize biographies to build around regents' questions, and writing skills development. These essential questions and themes are selected to provide connections to regents' topics addressed in the grade-level social studies curriculum. Teachers are incorporating tasks similar to those which appear on the ELA Regents to familiarize students with the academic demands of these tests.

b. NLA classes are also linked to grade-level social studies curriculum and incorporate especially through biographies and novels, such as, "The Old man and the Sea by Hemingway" and "The pearl" by John Steinbeck which are students read in English and in Spanish. These two pieces of literature that can be use discussed in preparation ELA Regents critical lens.

c. Content Area instruction has been focusing on the using shared readings and cognates to develop students' academic language and literacy skills. As with ESL/ELA, teachers have made efforts to familiarize students with Regents tasks throughout the semester. In global studies, this has been included the use of DBQs. In all content areas, these efforts include the use of multiple-choice questions from former Regents both as shared readings and on classroom exams, especially finals and midterms.

d.

e. Academic rigor in ensured in part through the integration of Regents task and former Regents questions into instruction. School-wide interventions to develop literacy include the use of narrative Each lesson begins with the Interactive mini lesson which gives not only a more detailed description of why the day's topic is under study, but also allow daily opportunities to discuss prior knowledge without taking time form other instructional activities.

XI. Plan for ELLs in school 4-6 years

XII. Plan for ELLs in school 6 years completed or more / Long Term ELLs

XIII. Plan for ELL Special Needs Students

MHS currently has three ELLs identified as having special needs. A top priority is to make parents an active part of the identification process and the subsequent development of the student's Individual Education Plan (IEP). MHS continues to look for a bilingual reading specialist who would be able to serve with the special needs and SIFE population. While we realize that these are two very different populations, similar interventions seem appropriate in many cases. Thus, both of our two special needs students are in the small group ESL classes that were formed to help meet the needs of SIFE students.

XIV. Intervention Programs for ELLs (AIS)

XV. Transitional Student Support Plan (ELLs that pass NYSESLAT are Transitional students for 2 years)

XVI. Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

XVII. Equal access to all programs

All our programs are available to all ELLs. Supplementary programs we offer:

- Regents Prep before, after school, including extended time, and on Saturday. Spanish is used in the bilingual classes.
- SAT Prep for 10th and 11th graders
- Native Language Arts and literacy for SIFE and students identified as in needs of improvement in this area
- Opportunities to make-up science labs
- NYSESLAT Prep
- ESL and Arts Classes
- Guitar Club

- ROTC
- Educational and recreational Field trips (Sony Wonder, Ellis Island, Statute of Liberty, National Constitutional Center, PA, Broadway Show-The Lion King).

After school programs for ELLS

The different ELL sub-groups receive the following additional services and supports in ELA, math, science and social studies:

- Regents Prep before, after school, including extended time, and on Saturday. Spanish is used in the bilingual classes.
- SAT Prep for 10th and 11th graders
- Native Language Arts teachers have identified SIFE students as in needs of improvement in the following areas: reading and writing.
- Opportunities to make-up science labs

The overall school culture makes it easy for students with transition into regular or mainstream classes. The teachers know the student personally and are sensitive to their cultural background and language needs. Furthermore, students feel more comfortable in an environment where all their form classmates are facing similar challenges. However, we have provisions in place for those students who might struggle to adjust to a new country and a new language. Teachers are trained to look at the hard and soft data (attendance, test scores, class and group participation, withdrawal behavior) and communicate frequently with the students so that they can understand the process. Students are paired with classmates who have gone through similar process and been successful. In general, the students participate in all activities organized in the schools

XVIII. Instructional materials including technology

All classes are equipped with a mounted projector and smart boards. Students have access to a computer lab where they learn to use Microsoft Office; this program leads to student certification in Microsoft Office. The students also use Brain Pop and united streaming. Other instructional materials we use in the school, among others, are:

- Empire State NYSESLAT Preparation Booklet
- Reading Explorer 1 and Focus on Grammar /Workbook-1-5
- Step by step Writing 1-3
- ESL listening and learning; Keys to Learning, Getting Ready for the NYSESLAT, Smart Board Response; Internet Resources, Graphic organizers
- The Regents Comprehensive Exam in English
- Historia del Mundo; Te Americanos; Historia de los Estados Unidos; American Jovenmente; Art tal
- High interest/Low level materials

XIX. Instructional materials in Content Areas

XX. Native Language Support

Native language arts are used to help students prepare for the state standards in math, science and social studies, learn English and earn credits. Classes are conducted in English and Spanish, according to our Language Allocation Policy. Similarly, native language is used in ELA and ESL classes to scaffold instruction and help students understand difficult vocabulary words and concepts. Native language arts teachers plan together with other teachers to integrate language skills in Spanish to help students learn and deepen their understanding and build background knowledge. We offer Advanced Placement in Spanish.

All services and materials used in the school- are suitable for all students; we have high interest/low reading level books to address the academic and linguistic needs of the students.

The following are activities we organize before the beginning of the school year:

- Student and parent orientation: Set expectations and explain differences between NYC's educational system and their countries; road to graduation
- Tour of the school and campus
- Interview parents and students to have a better understanding of the students' academic, social, and emotional development as well as to know more about educational background and identify SIFE
- Four language domain assessments (reading, writing, listening and speaking)

XXI. Support Services

Our staff is committed to help students' transition not only from middle school but also to a new country and a new educational system; additionally, our staff is provided with ARIS access and all information about students with interrupted formal education; they are informed about students with literacy issues. Every staff strives to create a welcoming and friendly environment for the students. We provide a rigorous curriculum but within a supportive classroom environment. The students are taught learning strategies and how to work with other students so that they become independent learners and develop friendships and a support network with their classmates. The guidance counselor explains to newcomers our graduation requirements, the different programs we offer, how to read report cards, the school's schedule and bell system, attendance policy, and general rules and expectations. The goal of all our professional learning opportunities is to serve the needs of English Language Learners; this includes appropriate services, testing, evaluation and placement.

XXII. Professional Development

- PD plan for teachers and staff working with ELLS
- Training of all staff – 7.5 Hours required/ records

The following professional learning activities listed are ongoing at Multicultural High School; the first three months of the school year, teachers engaged in professional development three times a week; currently, once a month during faculty conference, and during department meetings and professional periods; additionally, teachers attend learning opportunities offered by our network.

- Analyzing data to improve instruction-especially using our system called ADA-Assessment Data Analysis
- Differentiated instruction-All staff just got involved in a seminar about differentiated instruction
- Using ESL methodology across discipline
- Looking at student work
- Using Understanding by Design as a framework for planning
- Using technology-Smart Board to improve instruction-10 teachers were certified to use this technology
- NYSABE Conference
- ASCD Conference - 3 staff members attended this year ESL and math

Parental Involvement

We have monthly parent meetings; the members of the Parent Teacher Association propose the agenda for the meetings. The Parent Coordinator reaches out to parents on a daily basis to discuss issues affecting the students and the school and to invite parents to be part of all the school activities. Parents participate in our side-by-side field trips. Parents serve as chaperones in all field trips organized by the school and have opportunities to suggest places to visit and how to improve this type of educational experience. Parents are involved in planning and celebrating the accomplishments of our students. In addition, we offer ESL for parents on Saturday and workshops on how to use the Internet, use ARIS and help their kids with homework and projects.

We provide additional supports to parents through Cypress Hills Development Corporation - CBO located at the Franklin K. Lane Campus. He evaluate the needs of the parents we conduct regular surveys and group sessions during our PTA meetings in which parents had the opportunities to ask questions and voice their concerns about the school and improvement they would like to see. Furthermore, we use the Learning Survey to identify areas of concerns from parents.

OUR PARENTAL INVOLVEMENT ACTIVITIES HELP PARENTS SUPPORT THE STUDENTS AND THE SCHOOL. PARENTS ARE AWARE WHEN THEIR KIDS ARE ABSENT AND CAN FOLLOW THEIR ACADEMIC PROGRESS USING ARIS. PARENTS RECEIVE SUPPORT IN UNDERSTANDING AND MEETING THE EDUCATIONAL CHALLENGES FACING THEIR KIDS. PARENTS ARE PROVIDED WITH INFORMATION THAT HELPS THEM SEEK SUPPORT AND SERVICES NOT PROVIDED BY THE SCHOOL. ESL CLASSES HELP PARENTS HELP THE STUDENTS AND GET A BETTER JOB.

The following parental involvement activities have *been already implemented at the school.*

Easy access to all school personnel

Constant communication with parents by Parent Coordinator and an administrator by monthly meetings, phone calls and e-mails (when possible)
We make a serious effort to ensure that all communication with parents is written in both language English and Spanish (translation and interpretations)

Welcoming environment for all parents

Informational workshops on graduation requirements

Maintain parents informed of their child's progress (academically, socially and emotionally)

XXIII. Assessment Analysis (Refer to LAP worksheet to complete this section on assessment)

- Implications for Instruction
- *Implications for LAP in English Language Arts Area*
- *Implications for LAP in Mathematics Content Area*
- *Implications for LAP in Science Content Area*
- *Implications for LAP in Social Studies Content Area*

The NYSESLAT data reveals the following:

Beginners – 60% of the students require extra programs to provide instruction in English. Intermediates-30% of test takers is progressing, but still requires additional programs to expedite learning. Advanced-21% of test takers is showing expected results

More focus is necessary on reading/writing, emphasizing sentence structure, grammar and comprehension. This data is used to create flexible groupings in class and differentiate instruction. The students received additional support during the supplementary programs we offer before, after school and on Saturday. Students practice their language skills using Brain Pop. We are evaluating offering a speech class, as an elective, or a club, next semester.

a. ELL compared to ELA – 20 out of 25 students passed the ELA Regents+ (55+). Students fared better in their native language tests. The information below illustrates the students' passing rate in different regents:

- Spanish: 99%
- Global History: 81%
- Integrated Algebra: 99%
- Living Environment 66%
- English: 20% (Only 25 students from our 2011 cohort of 98 students took the ELA Regents-20/25 passed or 80%)

b. ELL Periodic Assessments are used for programming purposes, identifying students' areas of strengths and weaknesses, differentiating instruction, designing professional development, modifying curriculum, and allocating of resources.

c. We need to continue providing professional development in integrating reading and writing across curriculum and opportunities for teachers to share their best practices. Native Language is used to build background knowledge and facilitate learning in ELA and ESL; materials, skills and reading discussed in those areas are reinforced in Native Language Arts.

For High Schools (ONLY)

The assessment data must include an analysis of Content Area Tests and Regents including

- *Comprehensive English*
- *Integrated Algebra*
- *Geometry*
- *Biology*
- *Chemistry*
- *Earth Science*
- *Global History and Geography*
- *Foreign Language (See above)*

XXIV. Describe ELL program success

We use different criteria to evaluate the success of our programs:

- Quality of work produced by students
- Attendance is closely monitored and reinforced on a daily basis
- Formative and summative assessments (quizzes, students' interactions and engagement in classroom and beyond, homework, participation in class, and standardized tests, NYSESLAT, Acuity test, report cards,)
- Parental participation

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new

Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 428 LEP 16 Non-LEP (former ELLS)

Number of Teachers 23 Other Staff (Specify) One Guidance Counselor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Multicultural High School (MHS) offers a Transitional Bilingual Education program and an ESL program. The language of instruction in the bilingual program is Spanish and English, according to our Language Allocation Policy. Students have plenty of opportunities to use their native language and English in Social Studies, Science, and mathematics to meet the state standards in these subject areas and develop the language skills that they need to pass the ELA Regents and is successful beyond high school. We offer native language arts to all our students, including A.P. literature and Spanish Regents. Additional native language support is offered during our Saturday Academy and after school; most of the students attending these programs have interrupted education or need help preparing for the Spanish Regents or A.P. literature. Furthermore, our students receive the required minutes of ESL instruction, as stipulated in Part 154; all students are registered in different instructional programs based on classroom assessments, Regents examinations, NYSESLAT scores, the LAB-R. The MCHS offers one hour of tutoring Monday through Thursday to our struggling students in all subjects, including arts and physical education. The school takes students to different field trips during the year to support and enhance our instructional program. Additionally, our instructional program is scientifically based and modeled after the Cognitive Academic Language Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP). ELA and ESL team -teach to better prepare the students to meet the standards in ELA and ESL. Furthermore, we use double entry journal, KWL, anticipation guide, role playing, shared reading, and interactive read aloud and graphic organizers. The use of technology, especially Smart Boards, is part and parcel of our instructional program. Every classroom is equipped with Smart Boards, which teachers use to model instruction, build

schema and engage students. Our teachers receive ongoing professional development in differentiated instruction, ESL methodologies and integration of technology in their lessons.

Before/After School

Rationale:

MHS offers these programs to provide students additional academic support in all Subject areas and or prepare them for the Regents examinations. The students are also offered classes in Native Language Arts-Spanish- and ESL.

Description of Program:

Language (s) of Instruction: English and Spanish

MHS offers ESL support classes before and after school. Also, after school, we offer Regents Prep in all subject areas as well as Spanish, Arts and Physical Education.

Frequency of program: Each class meets Monday through Thursday for one hour; mathematics, ESL and Native Language Arts meets from 3:15pm-4:30 pm from Monday through Thursday.

Duration of program: From September to June

Number of students: 120 students for tutoring (Monday through Thursday for one hour);

Grade levels: 9-12

Saturday Academy

Rationale:

MHS offers the Saturday Academy to provide struggling students intervention/support in ELA, mathematics, Science and Physical Education. Students participating in this academy need extra help to meet the standards. In addition, we provide Regents review to students required to take the test.

Description of Program:

Language(s) of Instruction: Spanish and English

Frequency of program: 2nd Saturday in September until 2nd Saturday in June 2011.

Duration of program:

Number of students: 120 students

Grade levels: 9-12

Activities

Parental Involvement

Workshops on using technology: Email account, Internet, DOE Portal

These workshops will help parents communicate with the schools through email, help their kids with homework and research using the Internet, and familiarize with the DOE portal to access information about Chancellor's Regulations and from the Office of English Language Learners

Service provider qualifications

Workshops will be provided by a staff member

Refreshments

Snacks and certificates

Frequency: Three workshops

Duration: Three Saturdays (March, April and May)

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Program

To promote teaching and learning, we will provide professional development for teachers and staff working with English Language Learners in the following areas:

- Using Assessment Data Analysis to differentiate instruction
- Infusing technology in the classroom
- Preparing English Language Learners for the English Regents
- Using CALLA and SIOP to develop academic language
- Teaching Literacy across the Curriculum
- Instructional strategies for SIFE
- Looking at student work
- Effective questioning strategies using Bloom's Taxonomy

Section III. Title III Budget

School: Multicultural High School BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Saturday Academy (Regents Prep, NLA, ELA, Science)	\$ 11,139.52	4 teachers X4Hrs X14X \$49.73=\$49.73

Supervisor of Saturday Academy	\$ 2,959.64	1X4HRSX14X52.69
Before and after school program (ESL, Math, ELA, Arts and Sports Activities)	\$ 16,709.28	4 teachers X 6Hrs X 14wks X\$49.73
Parental Involvement (Workshops on using technology (Email account, Internet, DOE Portal)	\$ 447.57	1 teacher X 3hrs X wks x \$49.73
Refreshment for Parents	\$ 300.00	Snacks, certificates
Celebration of Student Achievement (Snacks, certificates, plaques)	\$ 1,652.11	Snacks, Certificates, plaques, Honor Roll, Perfect Attendance
Professional Development: 2 professional development programs: Developing Academic Language and differentiating instruction		
TOTAL	\$ 33,200	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Parents of English Language Learners are required to fill out a Home Language Survey and Program Selection Form as part of our admission process. At school events such as PTA meetings, Open School Night and other activities, our school provides Spanish interpretation and translation of all handouts and newsletter to parents and guardians. Urdu, Chinese, Bengali and Haitian speaking parents are frequently notified about our translation and interpretation services.

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

There is an obvious need to increase translation of documents in Spanish and to provide translation in Urdu, Chinese Bengali and Haitian. We need to translate school policy and information about all the educational programs and services available in the school as well as teachers-written letters addressed to parents regarding their children's progress in their classes. Thus, we translate all documents into Spanish. We have staff who speaks Arabic and Urdu. We constantly seek to hire staff who speak these languages.

Part B: Strategies and Activities

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

For all our school-related activities, we will provide native language version in Spanish.

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

We will continue providing interpretation services during the admission process and all school events to which parents are invited. We will also provide translators to teachers and other staff who need to talk to non-English speaking parents. Oral interpretation will be provided in Spanish, Bengali, Haitian and Urdu. If needed, this service would be offered in other languages. We will continue using our simultaneous translation equipment. If necessary, we use the DOE translation and interpretation services

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

Parents will be notified at the beginning of the school year that they are entitled to receive language assistance services and how to get this service when they visit or call the school. Information will be displayed in the schools' main entrance, and school's staff will be notified about it. The school's safety plan will include a provision concerning this matter to ensure that parents receive language assistance if needed. We will provide training in the parents' native language on how to search the DOE website to request this service.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$201,544		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,778		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$18,891	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$37,783	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

1. General Explanation

- The Multicultural High School (19K583) will implement the following statutory requirements:
The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring ---

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

The Multicultural High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Hold monthly Parent Association meetings
- Hold Monthly School Leadership Meetings and invite parents that are not part of the board to sit in on all meetings

The Multicultural High School will take the following actions to involve parents in the process of school review and improvement under sections 1116 of the ESEA:

- Invite parents to participate in campus-wide open houses and activities to advocate for the school
- Whenever available, parents will be invited to participate in school-wide events such as coat drives, health fairs, holiday activities etc. in order to promote a family environment with students, staff and parents.

The school will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, by:

- Ensuring that Parent Coordinator serve as liaison between parents, school and the district.
- Parent Coordinator will collaborate with teachers to help promote school events to parents. This will promote a family environment within the school community.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents in a language the parents can understand:

- Monthly packets will be distributed to students, mailed to parents and handed out at Parent Association Meetings. Packets include: school calendar, monthly parent newsletter, dates-to-remember, any/all information sent from the district office, etc.
- Information is given out in English and Spanish.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Responsibilities

Provide high quality curriculum and instruction aligned with the Principles of Learning, in a supportive and effective learning environment that enables our children to meet the State’s student academic achievement standards.

- I. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual students’ achievement. Specifically, those conferences will be held: Oct. 29, 2009 & Oct. 30, 2009 and March 18, 2010 & March 19, 2009
- II. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. The Guidance Counselor develops a close relationship with students and their families. The Guidance Counselor will be available to consult with parents regarding the progress of their child.
 - b. Parent Coordinator is situated in room 448 to help parents with any immediate questions and/or concerns.
 - c. Main office staff is composed of bilingual staff readily available to assist with parent questions and/or concerns.

Parent Responsibilities

- Monitoring attendance and ensuring that students are in school on time everyday
- Making sure that homework is completed.
- Monitoring amount of television the children watch.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Attend important meetings and conferences

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

We will:

- Do homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Give all school notices & information to my parent or guardian.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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.

Most, if not all, School wide Program (SWP) schools in NYC are already 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 School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The

intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the School wide Program (✓)			Amount Contributed to School wide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X					
Title I, Part A (ARRA)	Federal	X					
Title II, Part A	Federal	-					
Title III, Part A	Federal	X					
Title IV	Federal	-					
IDEA	Federal	X					
Tax Levy	Local	X					

Reminder: To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section. N/A
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
We have two students
2. Please describe the services you are planning to provide to the STH population.
Tutoring before, after school and on Saturday; counseling by guidance counselor and school psychologist and health service in the campus health center

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Multicultural High School						
District:	19	DBN:	19K58	School		331900011583	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7		11
	K		4		8		12
	1		5		9	v	Ungrade
	2		6		10	v	
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0			88.3	88.7
Kindergarten	0	0	0	Student Stability - % of Enrollment:			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0			83.4	79.8
Grade 3	0	0	0	Poverty Rate - % of Enrollment:			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0			72.9	83.0
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0			17	33
Grade 9	100	95	107	Recent Immigrants - Total Number:			
Grade 10	112	134	118	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	114	102			156	105
Grade 12	0	0	88	Special Education			
Ungraded	1	1	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	213	344	415				
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	0	0	0	Principal Suspensions		13	1
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions		0	1
Number all others	3	0	5	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants		0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants		0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	183	329	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD				
# receiving ESL services only	3	5	TBD	Number of Teachers		13	19
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals		2	5
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals		0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
		7	77	% fully licensed & permanently assigned to this		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		23.1	52.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers		77.0	84.2
American Indian or Alaska Native	0.0	0.0	0.0			78.4	92.4
Black or African American	1.9	1.5	1.0				
Hispanic or Latino	96.7	97.1	99.0				
Asian or Native Hawaiian/Other Pacific	0.5	0.3	0.0				
White	0.5	0.0	0.0				
Male	48.8	49.7	50.1				
Female	51.2	50.3	49.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In	v	Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) –					
Corrective Action (CA) –					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
Student groups				4	4	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:	NR		
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			
School Environment:			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster type here	District	School Number	School Name Multicultural H.S.
Principal Altagracia Liciaga		Assistant Principal N/A	
Coach type here		Coach type here	
Teacher/Subject Area Alexsis Pajares/Social Studies		Guidance Counselor Shirley Martinez	
Teacher/Subject Area Ricardo Arjona/Math		Parent	
Teacher/Subject Area type here		Parent Coordinator Indihira Castro	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	416	Total Number of ELLs	416	ELLs as Share of Total Student Population (%)	100.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

- Our bi-lingual guidance counselor, with the support of our bilingual Parent Coordinator, administers the Home Language Identification Survey. After the administration of the Home Language Survey, the initial screening to identify ELLs at MHS is conducted by one of our certified EDL teachers, Ms. Cabrera. She administers the LAB-R and additional assessments to determine the language level of each student. Each spring the NYSESLAT, following New York State regulations is administered to all eligible students.
- As mentioned above, MHS was created as a transitional bi-lingual school for Spanish-speaking students with less than three years in the USA. We are also a screened school and part of the admission process is a parent interview with our bilingual guidance counselor. As part of the interview process, the transitional bilingual program is explained. In addition the school gives parents the Spanish version of the eligibility and parental choice letters provided by the DOE. Parents also view a video that explains the various models for instructing English language learners. In addition, the school distributes a brief flyer informing parents that if they do not wish their child to be enrolled in our transitional bilingual program, they should contact the school immediately. Finally, a summer orientation session attended by parents includes a discussion of the issue of parental choice.
- Entitlement letters are mailed to parents and/or sent home with their children. Parents are also reminded of these documents at Parent Teacher Conferences, Parent Association meetings and through phone calls and periodic newsletters.
- After the administration of initial language assessments, including the LAB-R as well as teacher designed assessments, students are placed in either a beginner, intermediate or advanced ESL class. Students are also placed in bilingual classes in math, science, and social studies. Students placed in an appropriate Native Language Art class as well.
- After distribution of the Parent Survey and the Program Selection forms, all parents have opted to enroll their children in the school's Transitional Bilingual Program.
- As stated above, parents have unanimously chosen to enroll their children in our Transitional Bilingual Program.

Part III: ELL Demographics

A. ELL Programs

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										119	111	99	87	416
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained	0									0	0	0	0	0
Push-In										0	0	0	0	0

Total	0	0	0	0	0	0	0	0	0	0	119	111	99	87	416
-------	---	---	---	---	---	---	---	---	---	---	-----	-----	----	----	-----

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	416	Newcomers (ELLs receiving service 0-3 years)	416	Special Education	5
SIFE	148	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				54	148	5				54
Total	0	0	0	54	148	5	0	0	0	54

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>200</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>3</u>	Asian: <u>0</u> Hispanic/Latino: <u>413</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										119	111	99	85	414
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean													1	1
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other													2	2
TOTAL	0	119	111	99	88	417								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Academic instruction is departmentalized with math, science and social classes taught primarily in Spanish with a gradual transition to instruction in English in later grades. In addition, Students receive Native Language Arts and ESL instruction each semester with the appropriate number of minutes of instruction for each language level of proficiency.
2. Beginning and intermediate level students received three periods of ESL instruction each day, while advanced students receive one period of ESL and one period of English instruction each day.
3. Academic instruction is delivered bilingually with beginning students receive academic instruction primarily in Spanish whereas more proficient ESL students receive most of their academic instruction in English. All instruction is delivered Utilizing the Point of Entry Model of instruction.

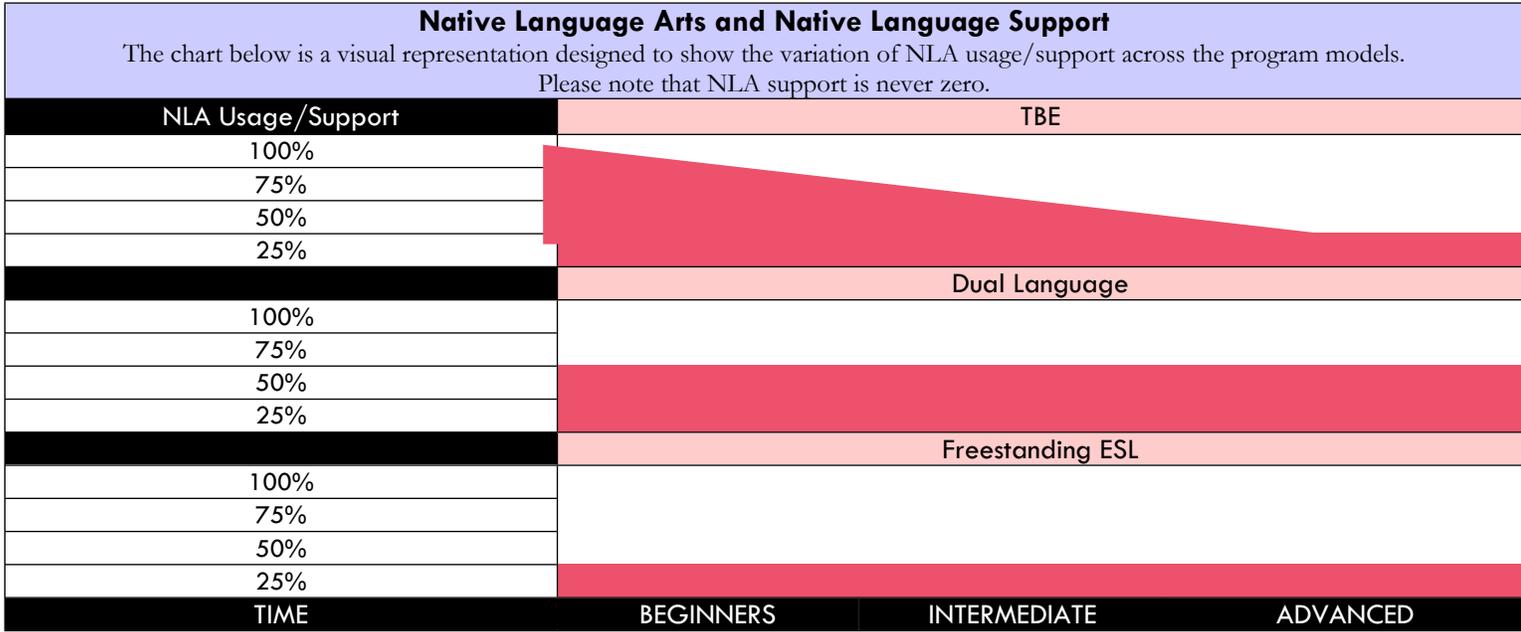
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

1. Instruction in core academic subjects, i.e., math, science and social studies, is departmentalized and delivered in a bilingual environment which is predominantly Spanish for beginning ELLs and gradually shifts to English as students develop more proficient in English language skills. At the same time students are scheduled for the appropriate amount of ESL instruction depending upon their English proficiency. Students are placed in Ungraded ESL classes so that English language instruction is designed to meet our students at their level.

2. Our transitional bilingual program is designed to offer beginning and intermediate students with three periods of ESL instruction each day. Our advanced ESL students received one period of ESL and one period of mainstream English instruction. In addition, all students are programmed for one period a day of Native Language Arts

3. As stated above, core academic subjects are taught in a bilingual learning environment with a gradual transition to academic instruction predominantly in English as students acquire more proficiency. In addition, we provide bilingual instruction (Spanish) in math, science and social studies, using a unified teaching method (Point of Entry Model). As the name indicates, our teachers facilitate instruction through modeling, using a myriad of ESL methodologies: contextualizing, vocabulary development, building background knowledge, text-representation, anxiety reduction, and so forth. Technology is integrated into every lesson through the use of smart board-every classroom has one-, laptops, interactive graphic calculators, Brain Pop, and united streaming, which we use to build and activate background knowledge. As part of our teaching model, students are afforded opportunities to work individually, in pairs as well as differentiated ability groupings.

4. A. A cornerstone of our instructional strategy is to differentiate instruction to meet each student at his/her ability level and then design learning activities to raise that level. This is especially challenging for our school since we have one hundred and forty-eight SIFE students. Multicultural High School has 148 SIFE students, constituting 35% of the school's population. A large number of these students are from low income families and have had interrupted education, limiting their knowledge of their native language, which in turn inhibits their ability to learn English. While this may be viewed as a challenge, the staff has the ability and the tools needed to overcome this obstacle. The testing coordinator, along with each teacher, has access to ARIS, which they use on a daily basis to tailor each lesson to the specific needs of these students. ARIS enables the staff to analyze the data, individually by grade, level, and subject matter. These findings enable the teacher to devise several intervention plans to aid in student instruction and improve their English and other academic skills. In accordance with efforts to promote learning and enhance education the following services are provided: tutoring during zero period, after-school programs and Saturday Academy. It is also important to mention that about 25% of the incoming ELLs come with a solid foundation in all four modalities of a language: speaking, listening reading and writing; in addition to a highly -developed oral comprehension and speaking ability in English as well. These students are integrated with higher functioning peers who can serve as models for their literacy and become tutors to the low performing classmates.

B. Our school's mission is to serve students who have been in the country three years or less. Our instructional Point of Entry Model, which is used throughout the school is designed to enable teachers to provide whole class instruction while addressing the individual needs of their students. In addition, for recent arrivals Spanish teachers work with cognates, which is one of the ways that Spanish is used to transfer skills into English. Starting next fall, The LAB-R in English is used to determine eligibility for services and the LAB-R in Spanish is one of the factors determining whether a student is in need of additional native language development. In addition, in-house placement exams in mathematics, Spanish, and ESL help to determine the student's program during their first semester at MHS. NYSESLAT results, as well as student achievement in ESL/ELA classes determine ESL level. For the small number of of ELLs who have received 4-6 years of service our goal is to expedite the transition of these students to mainstream instruction. The following strategies, and specific instructional resources are employed in addressing the needs of both of these groups of students:

1. ESL/ELA classes utilize biographies to build around regents' questions, and writing skills development. Essential questions and themes are selected to provide connections to regents' topics addressed in the grade-level social studies curriculum. Teachers are incorporating tasks similar to those which appear on the Regents to familiarize students with the academic demands of these tests.

2. NLA classes are also linked to grade-level social studies curriculum and incorporate especially through biographies and novels, such as, "The Old man and the Sea by Hemingway" and "The Pearl" by John Steinbeck which our students read in both English and in Spanish. These are examples of two pieces of literature that can be used preparation ELA Regents critical lens.

3. Content Area instruction has been focusing on the using shared readings and training students in writing process to develop students' academic language and literacy skills. As with ESL/ELA, teachers have made efforts to familiarize students with Regents tasks throughout the semester. In all content areas, assessments are aligned with regents standards.

4. Academic rigor is ensured in part through the integration of Regents task and former Regents questions into instruction. School-wide interventions to develop literacy include the use of narrative. Each lesson begins with the Interactive mini lesson which gives not only a more detailed description of why the day's topic is under study, but also allow daily opportunities to discuss prior knowledge without taking time from other instructional activities.

C. Currently our school has four students with special needs. We address their needs by designing a Collaborative Team Teaching program that enables these students to be mainstreamed throughout their academic day. In addition, our Native Language Arts teachers design learning experiences to build their Spanish skills so that they will expedite their English language acquisition. We now have a social worker, family worker and psychologist complete the annual review and update the Individual Educational Plan. In addition, the guidance counselor, testing coordinator and the principal have been trained on SESIS and will turnkey this training for all relevant staff.

5. Current intervention students include a credit recovery program and a Saturday Academy.

6. For transitional students we gradually present instruction in an English language environment. As students approach their senior year our goal is to provide a majority of instruction in a sheltered English academic environment. To facilitate this transition, our teachers are trained to understand and respond to each student's learning style as well as tailoring an intervention plan that addresses each student's strengths and weaknesses.

7. In the coming year we are planning to utilize on-line instruction in literacy, academic subjects and credit recovery. These programs include but are not limited to Rosetta Stone, Read 180, Achieve 3000, Castle Learning, and Aventa. We will also offer enrichment programs in engaging activities to support student academic learning. Such programs include Adobe Photo Shop, Master Chess, AutoCad. Each of these programs will be used to supplement, not replace, classroom instruction. Also we will be training our teachers in the use of BrainPop and United Streaming to make our classrooms more exciting and stimulating for our students. We also plan to rethink our physical education program by utilizing up to date programs that engage our students. Some of the programs included are Zumba, P 90X, and Insane.

8. We are considering replacing our chemistry with a course in forensic science. We are also planning to revamp our AP Spanish.

9. Since our entire student body are English language learners, all students by definition have equal access to all school programs. These programs include ROTC, athletic teams and art classes.

10. Aside from the plethora of software programs discussed in question 7 above, all teachers employ Smartboards as a normal part of their daily instruction. In addition, all teachers have been trained in the use of ARIS to tailor their instruction to meet the academic needs of their students.

11. All students in our school receive instruction in Native Language Arts. Our goal is to strengthen our students' Spanish literacy skills, which in turn facilitate their mastery of English language skills. Native language arts teachers plan with teachers of other subjects to deepen their content knowledge and build background knowledge.

12. All support services and resources are provided to correspond to ELLs' ages and grade levels.

13. Parent and student orientation is an essential ingredient for welcoming all new students to the school.

14. Currently, our students are not offered language electives. However, next term they will have the opportunity to study a variety of languages using Rosetta Stone.

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is a key feature of our school's culture. The first three months of the school year, teachers are engaged in professional development three times a week. Following that, PD is provided during department meetings, faculty conferences and professional meetings. PD for ELL teachers focuses on the following: Analyzing data to improve instruction using our Assessment Data Analysis system, Differentiated Instruction, Employing ESL methodology across disciplines, Examining Student Work and Employing Understanding By Design as a framework for planning. 2.

E. Parental Involvement

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

Multicultural High School is committed to deeply involving parents in the life of the school. To that end, parents are involved in the planning and decision-making process, which supports the education of their children. Parents are also actively engaged in the evaluation of the instructional program. In addition, parents are encouraged to join the School Leadership Team and of course participate in our Parent Association. Our parent coordinator is devoted to ensuring our school environment is welcoming to all parents. She is also is focused on reaching out to parents to solicit their concerns and needs

2. Almost all of our students will be the first in their family to attend college. To address this reality we have collaborated with the Cypress Hills Local Development Corporation's SUCCESS program. Aside from providing training to students in the college application process, the program also provides workshops for all parents of 11th and 12th grade students. The workshops focus on financial aid, post-secondary options, as well as the college experience. In addition, parents and students receive family and individual counseling through North Shore/Long Island Jewish Hospital. In addition Cypress Hills provides counseling in negotiating the immigration and naturalization process. Housing assistance is also provided. Finally, our Jr. R.O.T.C. involves our parents in all extra-curricular activities sponsored by that organization.

3. Parent needs and concerns are evaluated through parent surveys, face to face dialogues, parent orientation program and packets. In addition, on-going assessment of parent needs is formally addressed through the Parent Association.

Parental Involvement

We have monthly parent meetings; the members of the Parent Teacher Association propose the agenda for the meetings. The Parent Coordinator reaches out to parents on a daily basis to discuss issues affecting the students and the school and to invite parents to be part of all the school activities. Parents participate in our side-by-side field trips. Parents serve as chaperones in all field trips organized by the school and have opportunities to suggest places to visit and how to improve this type of educational experience. Parents are involved in planning and celebrating the accomplishments of our students. In addition, we offer ESL for parents on Saturday and workshops on how to use the Internet, use ARIS and help their kids with homework and projects.

We provide additional supports to parents through Cypress Hills Development Corporation - CBO located at the Franklin K. Lane Campus. He evaluate the needs of the parents we conduct regular surveys and group sessions during our PTA meetings in which parents had the

opportunities to ask questions and voice their concerns about the school and improvement they would like to see. Furthermore, we use the Learning Survey to identify areas of concerns from parents.

4. OUR PARENTAL INVOLVEMENT ACTIVITIES HELP PARENTS SUPPORT THE STUDENTS AND THE SCHOOL. PARENTS ARE AWARE WHEN THEIR KIDS ARE ABSENT AND CAN FOLLOW THEIR ACADEMIC PROGRESS USING ARIS. PARENTS RECEIVE SUPPORT IN UNDERSTANDING AND MEETING THE EDUCATIONAL CHALLENGES FACING THEIR KIDS. PARENTS ARE PROVIDED WITH INFORMATION THAT HELPS THEM SEEK SUPPORT AND SERVICES NOT PROVIDED BY THE SCHOOL. ESL CLASSES HELP PARENTS HELP THE STUDENTS AND GET A BETTER JOB.

The following parental involvement activities have been already implemented at the school.

Easy access to all school personnel

Constant communication with parents by Parent Coordinator and an administrator by monthly meetings, phone calls and e-mails (when possible)

We make a serious effort to ensure that all communication with parents is written in both language English and Spanish (translation and interpretations)

Welcoming environment for all parents

Informational workshops on graduation requirements

Maintain parents informed of their child's progress (academically, socially and emotionally)

Since all of our parents are recent immigrants, the school is committed to providing unique services to address the needs of this population. As a result, a variety of services, including workshops and English language and technology classes, are being designed for them. Counseling is also provided in the areas of immigration and housing.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

	P													
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	122		49	
Math <u>Int Algebr</u>	106		187	
Math				
Biology				
Chemistry	105			
Earth Science			12	
Living Environment	166		79	
Physics				
Global History and Geography	169		81	
US History and Government	140		75	
Foreign Language	100		87	
Other				
Other <u>Geometry</u>	175		13	
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:

Saturday Academy..

2. The current trends determine if a bi-lingual education student's ESL is in need of services. It also reveals his or her eligibility for bi-lingual education. In addition, if a student was previously tested in error, a student must test out of services on the NYSELAT and the LAB-R may not be administered again. We use the LAB-R to identify new entrance ESL needs. ELL students that score below a state designated level of proficiency on a test of English Language Skills (LAB-R, NYSELAT), and left the NYC school system for more than a year, will continue taking the NYSELAT until proficient.
3. After a detailed analysis of LAB-R scores, the teaching staff will be aware of students scoring at or below the cut scores and entitled to bi-lingual/ESL services. Students will be programed based on their LAB-R performance and according to their needs. This will determine the number of minutes required per week.
4.
 - a. Students who master their native language can usually transfer those skills into the English language. Students who have excelled in their own native language have excelled on exams such as the ELA Regents. These students are conscientious and have done well across the curriculum. They are college bound and are determined to reach their future goals. Their success has proven to be a great incentive to other students who also want to continue their education on a higher level.
 - b. School leadership and teachers are using the results of the ELL periodic Assessments to place students in classes that are grouped according to their skills and needs. We assess students regularly (every three weeks) to re-evaluate performance and progress. From the Periodic Assessments we are able to have a data which clearly shows students' performance levels, especially as if they start falling below standard level. In addition, Native Language Arts is used in conjunction with English during literature and content-based instruction that is aligned to New York State learning standards in ESL, ELA, NLA, and content area. Assessments are on-going in all content areas as well as development of language. Teachers set measurable goals after analyzing the data, consulting with the staff, and reviewing periodic assessments.

c. How is the Native Language Arts used?

Native Language Support

Native language arts are used to help students prepare for the state standards in math, science and social studies, learn English and earn credits. Classes are conducted in English and Spanish, according to our Language Allocation Policy. Similarly, native language is used in ELA and ESL classes to scaffold instruction and help students understand difficult vocabulary words and concepts. Native language arts teachers plan together with other teachers to integrate language skills in Spanish to help students learn and deepen their understanding and build background knowledge. We offer Advanced Placement in Spanish.

All services and materials used in the school- are suitable for all students; we have high interest/low reading level books to address the academic and linguistic needs of the students.

The following are activities we organize before the beginning of the school year:

- Student and parent orientation: Set expectations and explain differences between NYC's educational system and their countries; road to graduation
- Tour of the school and campus
- Interview parents and students to have a better understanding of the students' academic, social, and emotional development as well as to know more about educational background and identify SIFE
- Four language domain assessments (reading, writing, listening and speaking)

Spanish teachers work with cognates which is one of the ways that Spanish is used to transfer skills into English. Starting next fall in bilingual content-area classes, the close of the lesson will take place in English.

The LAB-R in English is used to determine eligibility for services and the LAB-R in Spanish is one of the factors determining whether a student is in need of additional native language development. In addition, in-house placement exams in mathematics, Spanish, and ESL help to determine the student's program during their first semester at MHS. NYSELAT results, as well as student achievement in ESL/ELA classes determine ESL level, to drive instruction and to match\align lesson plan with students level (to serve or meet students where they are standing).

NLA classes are also linked to grade-level social studies curriculum and incorporate especially through biographies and novels, such as, "The Old man and the Sea by Hemingway" and "The pearl" by John Steinbeck which are students read in English and in Spanish. These

two pieces of literature that can be use discuss of literature that can be use discussed in preparation for ELA Regents critical lens.

5. N/A

6. We evaluate our ELL's success by examining the state test results (Regents, NYSESLAT, Acuity, Periodic, Assessment,), and teachers' reports and data. From this data we can see how our students are performing, clearly identifying their weaknesses and strengths to continue to re-evaluate their progress and performance.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		