



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** MULTICULTURAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K583

PRINCIPAL: ALEXANDRA HERNÁNDEZ

EMAIL: AHERNANDEZ7@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Alexandra Hernández	*Principal or Designee	
George Arts	*UFT Chapter Leader or Designee	
Jenny Carrasco	*PA/PTA President or Designated Co-President	
Ronald Quimis	DC 37 Representative, if applicable	
Leinni Mejia Rinaldys Castillo Francisco Riviero	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Teolinda Ramirez	Member/Parent	
Aristedes Moreira	Member/Parent	
Milagro Toribio	Member/Parent	
Llaneris Collado	Member/Parent	
Yris Fernández	Member/Parent	
Hector Gamboa	Member/UFT	
Leila Charriez	Member/UFT	
Peter Ng-A-Fook	Member/CSA	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

QUALITY REVIEW RECOMMENDATION (PG 5): Develop rigorous, college ready curriculum incorporating key standards that engage all students in language rich tasks and promote critical thinking skills.

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

\_\_\_\_\_ 2.3 Systems and structures for school development

  X   2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

All teachers within core subjects (English, Science, Social Studies and Math) will engage students and integrate the Common Core Focus Standards into at least two units as identified in the Citywide Instructional Expectations during the 2012-2013 School Year.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
  1. *Teachers will have evidence of integration of the CCLS focus standards when submitting curriculum maps and unit plans.*
  2. *Teachers will submit unit plans with embedded performance based assessments that address the focus standards.*
  3. *Teachers will engage in goal setting conversations at the beginning (Sept/OCT), middle (FEB) and end of the year(MAY/JUNE) to discuss curriculum and integrate the focus standards.*
  4. *Teachers will utilize the NYCDOE common core library to search for tools and resources to support their planning.*
  5. *Teachers will attend network professional development and will have an opportunity to meet with a coach to support their planning for integration of focus standards.*
  6. *Teachers will utilize common planning time to plan and grade performance based assessments.*
  7. *Evidence of common core alignment will be student work products including but not limited to: portfolios, essays, alternate media projects and use of technology to demonstrate learning*
  8. *Evidence of common core alignment and reflection will be teacher feedback regarding performance based assessments as they are connected to the common core aligned units.*

All members of the MHS staff engage in goal setting meetings with the Principal in September/October, January/February and May/June to discuss progress. Teacher goals impact our overall goals and professional development plan to ensure that our school is aligned to the needs of students and teachers.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Principal meets with teachers to discuss curriculum and goals three times a year. School contracts with Teacher's College to coach and provide professional development to teachers on a weekly basis. Furthermore, all teachers meet for 49 minutes a day within different team configurations to discuss several concerns including but not limited to curriculum development and data review. PD plan and common planning time is utilized to best support teaching strategies connected to student performance. Teachers also attend common core PD provided by CFN 402 and attend professional development provided by the city.

BUDGET: SOFTWARE, CURRICULUM, PROFESSIONAL DEVELOPMENT, TEACHER SALARIES, PER SESSION TEACHER TEAMS, AFTER SCHOOL & SATURDAY ACADEMY

Title I Focus funds were used to purchase Kaplan Curriculum and 15 coaching sessions for Teachers as well as Curricuplan, an online curriculum software. Two coaches will be with us once a week for 15 sessions until Regents Exams. Books were purchased for 150 students, with 200 students being directly serviced, with special attention to lowest 1/3 and all ESL students. Achieve 3000, Castle Learning, & Rigor was also purchased for the use of the entire student body.

Title I Focus Funds Parent Engagement were used to a scantron machine and purchased paper, envelopes, and postage to ensure that communication to parents is timely, comprehensive, and, to the extent possible, translated into the home language to ensure understanding.

## GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QUALITY REVIEW RECOMMENDATION(PG 5):** Deepen teams' and individual teachers' curriculum-based assessment practices to identify subgroups in order to accelerate student mastery of content across the school.

### Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Current Seniors will meet 70% of Credit Accumulation and Current Sophomores will meet 75% of their credit accumulation by June of 2013.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
  1. *Teachers will identify students within Cohort O who are almost on track to graduate as evidenced by the progress to graduation tracker.*
  2. *Teaching staff, administration and guidance will monitor scholarship reports and integrate a system of intervention for students in need of additional support.*
  3. *Principal meets with students and parents who have failed either both ELA/ESL and/or more than 3 classes.*
  4. *Teachers will attend network professional development and will have an opportunity to meet with a coach to support their teaching of students who are almost on track to graduate.*
  5. *Teachers will utilize common planning time to plan with colleagues to target students almost on track to graduate.*
  6. *Trimester model offers more opportunities for students to earn credits.*
  7. *Administration will monitor teacher scholarship reports with specific focus on cohort O students who are almost on track to graduate.*
  8. *Students in need of additional literacy support will engage in opportunities for intervention with the Reading Specialist and/or individuals that are part of the intervention committee. Literacy support is available in both English and their native language.*
  9. *Cabinet will monitor credit accumulation in September, February and July as evidenced by the progress to graduation tracker.*
  10. *Intervention team supports student academic performance by providing instruction aligned to their gaps in learning.*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Scholarship/ Data Review, Tracker Review, Attendance Data Review, Principal meets with teachers to discuss interventions in place for students who did not earn credit each trimester, Principal Meets with Families of students who are off track on all cohort levels. Interventions exist in the form of: Reading Intervention, Mathematics Intervention, and Spanish Literacy Intervention. School consistently re-evaluates systems and structures collaboratively to address needs of students. Subgroup data (lowest 1/3, SIFE & NYSESLAT Data) is disseminated regularly to teachers via email and addressed during the observation process and scholarship report conversations.

BUDGET: SOFTWARE, CURRICULUM, PROFESSIONAL DEVELOPMENT, TEACHER SALARIES, PER SESSION TEACHER TEAMS, AFTER SCHOOL & SATURDAY ACADEMY

Title I Focus funds were used to purchase Kaplan Curriculum and 15 coaching sessions for Teachers as well as Curricuplan, an online curriculum software. Two coaches will be with us once a week for 15 sessions until Regents Exams. Books were purchased for 150 students, with 200 students being directly serviced, with special attention to lowest 1/3 and all ESL students. Achieve 3000, Castle Learning, & Rigor was also purchased for the use of the entire student body.

Title I Focus Funds Parent Engagement were used to a scantron machine and purchased paper, envelopes, and postage to ensure that communication to parents is timely, comprehensive, and, to the extent possible, translated into the home language to ensure understanding.

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**QUALITY REVIEW RECOMMENDATION (PG 5):** Strengthen pedagogical practice so that it reflects the school's belief about how students learn best and is differentiated for all learners so that instruction is consistent across the school.

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**All teachers within core subjects (English, Science, Social Studies and Math) will engage students in performance based assessments at least twice during the 2012-2013 School Year.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
    1. *Teachers will have evidence of student learning through student work as evidenced by the completion of performance based assessments aligned to common core units.*
    2. *Teachers will submit curriculum maps with embedded performance based assessments.*
    3. *Teachers will engage in goal setting conversations at the beginning, middle and end of the year to discuss curriculum and integrate the performance based assessments.*
    4. *Teachers will utilize the NYCDOE common core library to search for tools and resources to support their planning.*
    5. *Teachers will attend network professional development and will have an opportunity to meet with a coach to support their planning for performance based assessments.*
    6. *Teachers will utilize common planning time to plan and grade performance based assessments.*
    9. *Evidence of common core alignment will be student work products including but not limited to: portfolios, essays, alternate media projects and use of technology to demonstrate learning*
    7. *Evidence of common core alignment and reflection will be teacher feedback regarding performance based assessments as they are*

*connected to the common core aligned units.*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Principal meets with teachers to discuss curriculum and goals three times a year. School contracts with Teacher's College to coach and provide professional development to teachers on a weekly basis. PD plan and common planning time is utilized to best support teaching strategies connected to student performance. Furthermore, all teachers meet for 49 minutes a day within different team configurations to discuss several concerns including but not limited to curriculum development and data review. Teachers also attend common core PD provided by CFN 402 and attend professional development provided by the city.

BUDGET: SOFTWARE, CURRICULUM, PROFESSIONAL DEVELOPMENT, TEACHER SALARIES, PER SESSION TEACHER TEAMS, AFTER SCHOOL & SATURDAY ACADEMY

Title I Focus funds were used to purchase Kaplan Curriculum and 15 coaching sessions for Teachers as well as Curricuplan, an online curriculum software. Two coaches will be with us once a week for 15 sessions until Regents Exams. Books were purchased for 150 students, with 200 students being directly serviced, with special attention to lowest 1/3 and all ESL students. Achieve 3000, Castle Learning, & Rigor was also purchased for the use of the entire student body.

Title I Focus Funds Parent Engagement were used to a scantron machine and purchased paper, envelopes, and postage to ensure that communication to parents is timely, comprehensive, and, to the extent possible, translated into the home language to ensure understanding.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

OSYD REPORT: 14 Level 4 & 5 Incidents from 2011-2012.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Reduce the number of Level 4 and 5 incidents totaling 14 from the 2011-2012 school year by 10%.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

1. Utilizing support staff to actively supervise the cafeteria.
2. Provide each staff member with a radio.
3. Escort misbehaving students to an appropriate location.
4. Assign designated locations to staff.
5. Freshmen Orientation
6. Grade Level Team Building
7. Conflict Resolution/Peer Mediation
8. Use of parent volunteers.
9. Student Empowerment Council
10. Monthly Town Hall Meetings
11. Academic and Behavioral Interventions

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy    
  Title IA    
  Title IIA    
  Title III    
  Set Aside    
  Grants    
  Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Principal meets with grade team leaders to discuss student progress during town halls. Teachers' meets twice a week as a team to support the needs of students and to coordinate the town halls, orientations, students events and interventions aligned to behavior. PD plan and common planning time is utilized strategically to support this. Furthermore, the Assistant Principal and Dean ensure that the school community is safe and regularly engages students in peer mediation and conflict resolution.

BUDGET: SOFTWARE, CURRICULUM, PROFESSIONAL DEVELOPMENT, TEACHER SALARIES, PER SESSION TEACHER TEAMS, AFTER SCHOOL & SATURDAY ACADEMY

Title I Focus funds were used to purchase Kaplan Curriculum and 15 coaching sessions for Teachers as well as Curricuplan, an online curriculum software. Two coaches will be with us once a week for 15 sessions until Regents Exams. Books were purchased for 150 students, with 200 students being directly serviced, with special attention to lowest 1/3 and all ESL students. Achieve 3000, Castle Learning, & Rigor was also purchased for the use of the entire student body.

Title I Focus Funds Parent Engagement were used to a scantron machine and purchased paper, envelopes, and postage to ensure that communication to parents is timely, comprehensive, and, to the extent possible, translated into the home language to ensure understanding.

19K58 3	PF Expanded Learning Time	Title I Priority/Focus SWP	68 5	EDUCATIONAL CONSULTANTS	\$15,000.00	\$15,000.00	
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We utilized this funding to fund our Campus Success Center through a partnership with Cypress Hills Local Development Corporation. They provide support to all students with regard to College Access. They are instrumental in supporting our students on their path to graduation and helping discover plans for after High School.

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

NYC LEARNING ENVIRONMENT SURVEY: Increase parent involvement from 12% (39) identified on the NYC School Survey by 10%.

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Utilize every opportunity to engage parents in dialogue that informs and supports their child's social, emotional and academic needs.

### **Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
    1. Parent Coordinator and Principal in collaboration with the PTA President agreed on a framework to engage parents in meetings connected to specific themes that inform all large group PTA meetings on a monthly basis.
    2. Our School uses various communication methods including but not limited to: School Messenger, Mass Mail, Text messages and individualized phone calls to engage parents.
    3. Our school offers different opportunities to engage parents in dialogue as evidenced by: second cup of coffee (AM monthly meeting), one on one meetings with various school staff, Awards Celebrations and access to Rosetta Stone on Saturdays to improve their own English Language Acquisition.
    4. Frequent one on one meetings take place with parents to engage in a dialogue about their academic, social and emotional progress at school.
      - Principal
      - Assistant Principals
      - Dean
      - Parent Coordinator
      - Teachers
      - Guidance Counselor
      - CBO
    5. Parents are welcomed to our school as evidenced by the environment that has been cultivated in the main office.

6. Walk in appointments are welcome and are priority at our school.

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Principal meets with parent coordinator and PTA president at the beginning of the year to establish the vision for the PTA. Thus aligning specific needs of parents to meeting topics. To increase parental involvement we have opened up Rosetta Stone to support each family. Furthermore considering the needs of our students STH funding is utilized to jumpstart their acclimation to a new environment we provide uniform shirts and school supplies.

BUDGET: SOFTWARE, CURRICULUM, PROFESSIONAL DEVELOPMENT, TEACHER SALARIES, PER SESSION TEACHER TEAMS, AFTER SCHOOL & SATURDAY ACADEMY

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curriculum software. Two coaches will be with us once a week for 15 sessions until Regents Exams. Books were purchased for 150 students, with 200 students being directly serviced, with special attention to lowest 1/3 and all ESL students. Achieve 3000, Castle Learning, & Rigor was also purchased for the use of the entire student body.

Title I Focus Funds Parent Engagement were used to a scantron machine and purchased paper, envelopes, and postage to ensure that communication to parents is timely, comprehensive, and, to the extent possible, translated into the home language to ensure understanding.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Literacy Intervention Achieve 3000 Rosetta Stone RIGOR LOL Center (Tutoring)	Small Group Instruction, One to one, Tutoring and computer aided instruction	During school day, in class, after school & Saturday
Mathematics	LOL Center (Tutoring) Pull Out/Push In Aventa	Small Group Instruction, One to One & Computer aided instruction	During school day, in class, after school & Saturday
Science	Board Works Saturday Academy LOL	Small Group Instruction, One to One & Computer aided instruction	During school day, in class, after school & Saturday
Social Studies	Board Works Saturday Academy LOL	Small Group Instruction, One to One & Computer aided instruction	During school day, in class, after school & Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pull out, Push In, individualized counseling sessions, monthly advisory, referrals to North Shore LIJ on site clinic, RAPP, SPARK & LGBT support	Small Group Instruction, One to One & Computer aided instruction	During school day, in class & after school

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

#### **RECRUITMENT**

Staff including administration and teachers attend hiring fairs and actively search for candidates that best meet the needs our school. Our school utilizes the New Teacher Finder as well as other tools to search for candidates. We are also open to hiring NYC Teaching Fellows, Math for America and Teach for America.

#### **RETENTION/HQE Professional Development**

It is our philosophy that our teachers consistently engage in professional dialogue and are engaged in professional development that is directly connected to their experiences with students within the classroom. Our teachers are invited to attend professional development outside of the school. We also have created a program that allows them to meet within different team configurations for 49 minutes everyday. Furthermore, we consistently engage in 1 to 1 conversations with teachers about goals, instruction and student concerns. Teacher voice and input is valued at MHS and we provide various venues for teachers to contribute to the decision making process at our school.

#### **ASSIGNMENTS**

Teachers are placed in assignments based on their licenses and state certification.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association as well as parent members of the School Leadership Team, were consulted on

the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Christina Jimenez</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>583</b>
School Name <b>Multicultural High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Alexandra Hernandez</b>	Assistant Principal <b>Rafael Cruz, Peter Ng-A-Fook</b>
Coach <b>Denise Daniels</b>	Coach <b>type here</b>
ESL Teacher <b>Katrina Mae Angeles</b>	Guidance Counselor <b>Franklin Rodney</b>
Teacher/Subject Area <b>Constance Pavone - English</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ronald Quimis</b>
Related Service Provider <b>Luna Avila</b>	Other <b>type here</b>
Network Leader <b>Christina Jimenez</b>	Other <b>type here</b>

### C. 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	<b>5</b>	Number of certified bilingual teachers	<b>14</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>5</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>15</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>385</b>	Total Number of ELLs	<b>346</b>	ELLs as share of total student population (%)	<b>89.87%</b>
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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.
5. 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.)
6. 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. 

### 1. Initial Identification

Upon enrollment to Multicultural HS, students who are entering the New York City school system for the first time are administered the Home Language Identification Survey (HLIS) with the participation of the parent(s). Both parent(s) and student(s) are interviewed by the guidance counselor in addition to the HLIS. The interview and the HLIS determine whether another language is spoken, understood, read and written by the child at home or at a previous school. The student is eligible to be tested with the Language Battery Assessment-Revised (LAB-R) and the Spanish LAB (if applicable) if one question in Part 1 and two questions in Part 2 of the HLIS are answered with a language other than English. The Coordinator for English Language Learners (ELL Coordinator) conducts the informal interview with the child to gauge his/her basic communication skills in English. The ELL Coordinator or an ESL teacher tests the student with LAB-R/Spanish LAB within the first 10 days of enrollment and hand-scores the test immediately to determine:

(1) if the student is eligible for services; and (2) the amount of ESL and NLA (if applicable) units as per CR Part 154 requirements. A Spanish teacher administer the Spanish LAB-R to determine the student's language of dominance and level of Spanish language proficiency.

Based on the exam results, parents are given Entitlement Letters to acknowledge their child's eligibility to receive ELL support services or Non-Entitlement letters. On the day of the Parent Orientation, they are also given the Program Selection Forms. Parents view the Parent's Orientation Video in their preferred language, and select their preferred program after having the opportunity to discuss concerns and ask relevant questions with the ELL Coordinator.

Students who are not entering the New York City school system for the first time are tested for English proficiency annually using the New York State English as a Second Language Achievement Test (NYSESLAT). This test assesses the English language proficiency levels demonstrated in the modalities of Listening, Speaking, Reading and Writing. Scores are used to determine the students' proficiency level, which can be either a Beginner, Intermediate, Advanced or Proficient level. These scores are obtained from the Automate The Schools system (ATS) and are distributed to the staff, parents, and students.

### 2. Program Choice

If a student is identified as an ELL, the Guidance Counselor or Parent Coordinator shows the Parent Orientation Video so that the parent is informed of the three program choices available for ELLs:

- Transitional Bilingual Education Program (TBE) – content area instruction is provided in the student's native language with

intensive support in ESL. The amount of time students are taught in English is determined by the students proficiency level. English as a Second Language (ESL) classes, English Language Arts (ELA) classes, and Native Language Arts (NLA) classes aide student's development in English proficiency.

□ Dual Language Program (DL) – classes develop students' proficiency in their native languages, as well as skills in English. Students who are native speakers of English are given the opportunity to learn a second language.

□ Freestanding English as a Second Language Program (ESL) – content area classes are taught in English with native language support and using ESL strategies.

A pamphlet (New York City Guide for Parents of English Language Learners) is also given to the parents for their perusal. If there are areas not addressed in the video or in the pamphlet, the Guidance Counselor, Parent Coordinator, or ELL Coordinator clarifies these points to the parents.

The parent is then asked to fill out a Parent Survey and Selection Form, with the assistance of the Guidance Counselor, Parent Coordinator, or ELL Coordinator. The parent ranks their choices 1-3, 1 being the first choice and so on.

Multicultural High School primarily follows the Transitional Bilingual Education (TBE) model. The school has content area classes available in both English and Spanish. Students whose parents select the TBE Program will be placed in content area classes in Spanish, as well as English as a Second Language (ESL) and English Language Arts (ELA) classes. The student's scores in the LAB-R will determine the number of hours students have in ESL and, when applicable, ELA classes.

Since the school is designed after the Transitional Bilingual Education Program model, parents who opt for the Dual Language Program as their primary choice are informed that Multicultural High School does not have that program at the moment. The ELL Coordinator explains that their choices will be documented and if, in the future, 20 or more students in one grade level select the Dual Language Program as their primary choice, the program will be created.

Parents who select the ESL program as their first option are informed that their children will be placed in content area classes taught in English. These students will also receive the mandated hours of ESL support in freestanding classes. They will also have Spanish classes as a foreign language, not as a Native Language Arts class.

3. Documentation – Immediately after testing, the parents are given Entitlement or Non-Entitlement Letters, depending on their child's LAB-R results. If the child is eligible for services, the parent views the orientation video and fills out the Program Selection Form, which is returned to either the ELL Coordinator, the Parent Coordinator, or the Guidance Counselor. Parents who request more time in deciding which program is best for their child may bring home the form provided that the form will be returned, at the latest, after 5 business days. In the event that the school does not hear from the parent after 5 days, the ELL Coordinator or the Parent Coordinator follows up with a phone call, as well as with a letter sent home. If a form is not returned within 10 days of the student's registration date, the student is automatically enrolled in the TBE Program as per CR Part 154.

4. Student Placement - Multicultural High School has freestanding ESL classes in Beginner, Intermediate, and Advanced levels. Students are placed in classes based on their levels as determined by their LAB-R scores. Also, classes are created by grade level. 9th Grade Student Levels are determined by the following scores: 0-11 points is Beginner, 12-25 points is Intermediate, and 26-51 is Advanced. Students scoring 52 and above are not entitled to ESL services. 10th Grade Student Levels are as follows: 0-14 is Beginner, 15-28 is Intermediate, and 29-53 is Advanced. Students scoring 54 and above are not entitled to ESL services. 11th Grade Student Levels are determined by the following points: 0-16 is Beginner, 17-32 is Intermediate, and 33-57 is Advanced. Students scoring 58 and above are not entitled to ESL services. 12th Grade Student Levels are as follows: 0-17 is Beginner, 18-33 is Intermediate, and 34-58 is Advanced. Students scoring 59 and above are not eligible for ESL services.

Students are also placed in their content area classes according to grade levels. Students whose parents chose the TBE Program are placed in content area classes in Spanish according to their grade levels. Students whose parents chose the ESL program are placed in content area classes in English according to their grade levels as well.

5. Trend in Program Choices – During the first 4 years of the school, 100% of the parents chose the Transitional Bilingual Program. Last year, there were 4 parents out of 39 who chose the Freestanding ESL Program. The rest chose the Transitional Bilingual Program (TBE). This year, only 2 parents chose the Freestanding ESL Program and the other 53 parents/guardians chose the TBE Model.

6. School Alignment with Parent Requests – This is the second year that a very small number of parents have chosen the Freestanding ESL program as their first choice. These students have been programmed into Freestanding ESL classes and content area

classes who teach in both English and Spanish, along with the advanced students in the TBE program who are receiving instruction in English. Furthermore, these students will not be receiving classes in Native Language Arts, but will have native language support in the form of Foreign Language classes (in Spanish) to fulfill state mandated credits in foreign language. Their content area teachers also use ESL strategies in their instruction to provide support to these students. The rest of the students whose parents chose the Transitional Bilingual Program are programmed in classes that follow this format: Based on NYSESLAT and LAB-R scores, the number of hours students receive ESL and NLA instruction varies. Also, the percent of native language used in their content area classrooms varies depending on proficiency level.

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										83	82	89	90	344
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2				2
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	85	82	89	90	346

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	346	Newcomers (ELLs receiving service 0-3 years)	309	Special Education	5
SIFE	105	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	2

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

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	307	90	5	35	17	0	2	0	0	344
Dual Language										0
ESL	2	0	0							2
<b>Total</b>	<b>309</b>	<b>90</b>	<b>5</b>	<b>35</b>	<b>17</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>346</b>

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										83	82	89	90	344
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
<b>TOTAL</b>	<b>0</b>	<b>83</b>	<b>82</b>	<b>89</b>	<b>90</b>	<b>344</b>								

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**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										2				2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### 1. Instruction

- a. **Organizational Models** – The school is organized according to departments. The ELA, ESL, and NLA teachers belong to the Literacy Department. Content area subjects are considered separate from self-contained ESL classes. However, teachers from different departments who teach the same grade level integrate with content area teachers in different departments to support content area instruction. ESL teachers work with the content area teachers to reinforce topics in the ESL classroom. This is done during common planning time. Furthermore, the teaching staff goes through weekly professional development to create assessments, analyze data, find trends in assessment results, and discuss strategies effective for the needs of our students.
  - b. **Program Models** – Students are in blocks for content area classes. The blocks are determined by their grade levels. For the ESL classes, students are also programmed by grade level. In addition to this, they are grouped homogeneously according to their English Proficiency levels as determined by the New York State English as a Second Language Achievement Test (NYSESLAT) or the Language Assessment Battery-Revised (LAB-R). The school uses a trimester model to give students the maximum opportunity to obtain credits.
2. **Instructional Minutes for ESL, ELA, and NLA** – Multicultural High School has classes in 58-minute periods. Beginner and Intermediate students are programmed in 2 periods of ESL (totaling 580 minutes per week), and Advanced students 1 period of ESL and 1 period of ELA per day (totaling 290 minutes per week for ESL and 290 minutes per week for ELA). All ELLs also receive classes in Native Language Arts. There are 5 ESL teachers, 3 ELA teachers, and 3 Spanish teachers on the staff to provide instruction accordingly.
3. **Content Areas** – Beginner students are programmed in content area classes with explicit instruction in Spanish. However, content area teachers may introduce vocabulary in both Spanish and English to support students' language acquisition in English. Furthermore, content area teachers introduce classroom routines and procedures in Spanish and then translate in English to provide students with an opportunity to develop their Basic Interpersonal Communication Skills (BICS). The ratio followed by content area teachers is instruction in 25% English and 75% in Spanish. Intermediate students receive instruction in 50% English and 50% Spanish. Advanced students receive instruction in 75% English and 25% Spanish.

Intermediate students receive content area instruction in both English and Spanish in several forms. A content area teacher may introduce a lesson in English but have the textbook or reading in Spanish. Another way of differentiating instruction would be to give instructions in Spanish but to provide content area vocabulary in English for the student to have support in accomplishing a task in English. This supports development of the students Cognitive Academic Language Proficiency (CALP).

## A. Programming and Scheduling Information

Advanced students receive content area instruction in English but still receive support in the native language in the form of text translations, dictionaries, and secondary sources in order for the material to be made comprehensible.

4. Evaluation in Students' Native Language – All content area teachers are required to give baseline assessments available in both English and Spanish. Formative assessments are also given in the form of stoplights, fist of fives, and exit slips. In these informal assessments, students are allowed to express themselves in English or Spanish.

5. Differentiated Instruction

a. SIFE – Students with Interrupted Formal Education (SIFE Students) are programmed to take content area classes together. Teachers use common planning time to review the curriculum across departments to ensure that both linguistic and academic goals are supported in different content areas, and are part of each lesson. Following the content based language learning model, ESL teachers collaborate with content area teachers to reinforce topics in the language classroom.

Instruction is delivered using several intensive literacy strategies to bridge gaps in education. Study skills such as how to take notes effectively, how to skim or scan a reading, and how to use the dictionary are all taught and become routine exercises across curriculums. In order to have better comprehension of content area texts, teachers use different versions (teacher-modified versions or versions of text at different reading levels) of the same reading, whenever possible and available, to differentiate input. Teachers also use pre-reading activities such as activating prior knowledge with the use of KWL Charts and brainstorm maps. During reading, teachers demonstrate to the SIFE students how to learn the meaning of vocabulary through context. Sheltered instruction strategies are implemented where students follow the collaborative learning model to do jigsaws, turn-and-talk dialogues, and group reporting.

SIFE students are also programmed to take Saturday Academy classes to increase language exposure and recover any credits they may be missing. They also have the option to attend After School Programs in English, Spanish, Math, History and Science.

b. Newcomers (Less than 3 years)

Students who are completely new to the country initially receive instruction using the Total Physical Response (TPR) model. As they develop Basic Interpersonal Communication Skills (BICS), their Cognitive Academic Language Proficiency is developed with the use of the following scaffolding techniques:

- Vocabulary development in activities like What Did You See? and Inquiry and Elimination which not only allows students to practice using new words but also gives them a structured venue to master question and answer dialogues.
- Print-Rich environments in all classrooms (word walls, visuals and concept maps), regardless of the content area, to make key vocabulary and concepts accessible.
- Invitation, Response, Feedback (IRF) where the teacher first models the expected linguistic output, and then asks leading questions to encourage a response. After the student responds, the teacher gives immediate feedback in the form of repetition with correction to demonstrate the desired response.
- Exploratory talk in the classroom where students engage in think-alouds, think-pair-shares, and information gap activities in order to discover and negotiate meaning in a text.
- Read-Alouds and Shared Reading Models where teachers first model fluency and then provide opportunities for ELLs to interact with the text.

In addition to these strategies, Beginners in our school access Rosetta Stone during instructional time, as well as outside school, to expedite English language acquisition. To improve skills in reading comprehension, students make use of Achieve 3000 and are assigned informational text in their lexile levels. Following the reading activities are comprehension questions that are patterned after the questions of the English Regents.

c. ELLs 4-6 years

As evidenced by data over the years, students in Multicultural High School fail to test out primarily because of their reading and writing skills, not listening and speaking. For this reason, the focus of the school for ELLs with 4-6 years of service is reading comprehension and writing skills.

## A. Programming and Scheduling Information

To address needs in writing, teachers begin with graphic organizers to brainstorm and build prior knowledge on topics to be discussed in the writing output. Key vocabulary is introduced and reiterated throughout unit lessons. The teacher models how to write the text, then proceeds with joint construction with the class or with a small group. Students then engage in independent writing, peer editing, revision, and publishing to complete the writing process. In every step, teachers have checkpoints/checklists to ensure that expected outcomes are clear. Rubrics are also used to guide student writing.

To address needs in reading comprehension, teachers use guided reading where text is introduced, read, discussed and extended into independent activities allowing students to summarize, respond to and reconstruct the text. In order to facilitate meaningful discussions about the text, teachers explicitly teach how to create inferences and predictions based on evidence from the reading.

Independent Reading is also valuable for students in this group. The key to this strategy is for the text to be student-selected instead of teacher selected. At least once a week, English teachers ask students to Drop Everything and Read (DEAR) a text chosen by the student from the classroom library.

Students in this group also have access to Rosetta Stone and Achieve 3000.

### d. Long-term ELLs (6 years up)

Multicultural High School has a very small population of Long-term ELLs. These students are grouped with other students in the same grade and proficiency level, and thus are exposed to the same strategies mentioned above for ELLs that have less number of years of service. These students receive differentiated instruction not only in varied versions of the input (a teacher-modified text with translations in the margins, or material represented in graphic organizers, story maps and timelines, for example) but also in expected output (alternative assignments tailored after their mixed abilities, step-by-step instructions for any task, and scaffolded assignments with hints in the margins or checkpoints after every step).

Literacy and study skills are reinforced in the classroom, for example, predicting, sharing existing knowledge, using KWL charts, modeled reading, skimming/scanning through text, rereading for details and answering cloze exercises.

Students in this group also have access to Rosetta Stone and Achieve 3000.

6. Instructional Strategies for ELL-SWDs - Students with Disabilities are included in the mainstream classroom. Mainstream classroom teachers differentiate their lessons using the Universal Design for Learning model to scaffold for these students. The support of the Special Education teacher is requested and the teacher pushes-in to provide strategies based on students' needs.

Students in this group also have access to Rosetta Stone and Achieve 3000.

7. Flexibility for ELL-SWDs - ELLs with disabilities may be pulled out by the Special Education teacher to receive services anytime during the school day, provided that the pullout session will support the content area materials being discussed in the class the student with disability is missing. The Special Education teacher modifies the lesson to bring it to the student's level.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

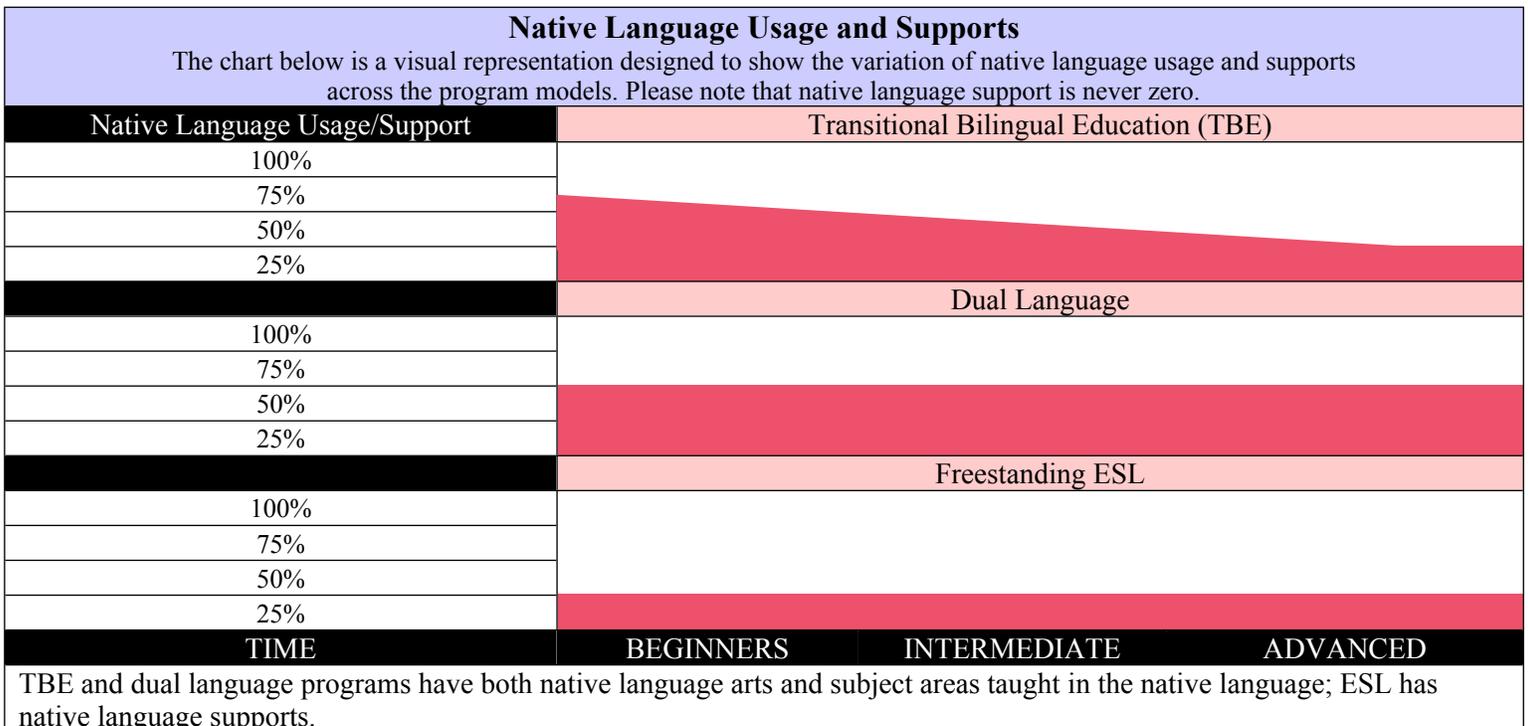
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			

Math:	Spanish
Science:	Spanish


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## B. Programming and Scheduling Information--Continued

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

8. Intervention in Content Areas - Struggling students in content area subjects can attend After School and Saturday Academy programs. In these programs, teachers instruct in both English and Spanish and provide additional materials to reinforce content covered in regular school hours.

In addition, the school has an Intervention Team that monitors the progress and success of intervention strategies for students who are either off-track from graduation, failing multiple classes in a term, or have been identified as having literacy issues. The Reading Specialist and the Native Language teachers pull out these students and provide literacy intervention in both English and Spanish.

9. Proficient ELLs - Students who score Proficient in the NYSESLAT are programmed into regular ELA classes but are not excluded from programs available to ELLs. As former ELLs, they are still entitled to participating in intervention programs, especially in content areas classes in which they need help. Furthermore, they may continue taking NLA classes as foreign language electives if they so desire. As for the staff, the teachers (specifically from both ESL and ELA departments) collaborate to use strategies for ELLs in all classes.

10. New Programs

a. After School and Saturday Academy programs - provide intervention and test preparation in Math, Global History, US History, ELA, and Science.

b. Computer-Aided Instruction - During the school day, teachers use instructional time for students to use Rosetta Stone and Achieve 3000. During Saturday Academy, students and their parents are encouraged to come to the computer room and use Rosetta Stone.

c. Student Empowerment Council (SEC) - This year, we are piloting a student empowerment program that involves having class representatives and key members of the student body who act as student leaders. These students facilitate monthly Town Hall meetings to discuss the needs and concerns of the students in their grade level. They also meet with their advisor and the Principal of the school on a monthly basis to communicate the needs and concerns of the students in their grade level, as well as to have an ongoing dialogue with the teaching staff and administration of the school.

11. Discontinued Programs - Clubs - Currently, there are no clubs exclusive to our school because there have been no club moderators that have expressed interest in meeting with student groups that have the same interest.

12. Equal Access - Teachers propose programs to the administration, and pending approval, advertise these programs school-wide. The teachers first reach out to the students in their classes to see if there is an interest in participating in such programs. Then, the program is recommended by either other subject teachers or the guidance counselor, depending on the student's performance in classes. Finally, flyers are distributed and posters are put up to ensure that everyone in school is aware of the programs they can avail of.

13. Instructional Materials

a. SmartBoard

b. Internet Access

c. Spanish-English Dictionaries

d. Achieve 3000

e. Aventa

f. Rosetta Stone

g. Laptop Carts and the Computer Room at 465

h. Audio-Visual Material to support textbook content (CDs, DVDs, etc.)

14. Native Language Support - Students are programmed to take one class in Native Language Arts every semester. If a student tests out, they take Spanish as an advanced foreign language class, possibly to take the AP Spanish exam.

15. Appropriateness of Services and Resources - The programs and services offered to ELLs are planned in accordance with the needs of high school students who are preparing to go to college. Our resources and materials are college-preparatory level materials.
16. New Enrollee Activities Before the School Year - Students who are new enrollees come in during the summer to receive orientation into the new school. This orientation is conducted by the Student Empowerment Council, in partnership with the teaching staff and administrators of the school.
17. Language Electives are offered in advanced Spanish to prepare students for the AP Spanish test.

**C. Schools with Dual Language Programs**

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)?

Paste response to questions 1-5 here

**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. The four areas of focus for the school this year is Environment, Engagement, Assessment and English Language Acquisition. As such, the school provides Staff Development during Common Planning Time and After School. Furthermore, the school uses Chancellor's conference days and faculty conference days, as well as hours during Regents Exam Week, to provide workshops for the teachers. Topics discussed in these sessions include:

- a. How to use Achieve 3000 in the classroom to increase lexile scores
- b. How to use Rosetta Stone in the classroom.
- c. How to use Strategies to address the needs and deficiencies of our students
- d. Using the Smartboard to provide interactive visuals to ELLs.
- e. Using Skedula to track student progress and college readiness.
- f. Using Aventa for ELL Intervention.
- g. Looking at Student Work.
- h. Supporting ELLs and Students with Disabilities in meeting the Common Core Learning Standards.
- i. Using the Universal Design for Learning to support ELLs and SWDs in the content area classroom.
- j. Using the Universal Design for Learning to support ELLs and SWDs in the language classroom.
- k. How to support ELLs and SWDs in meeting Citiwide Instructional Expectations.
- l. Using classroom protocols to scaffold lessons for ELLs.
- m. Using Item Analysis to Inform Instruction for ELLs.
- n. How to use Smart Response to give formative and summative assessments.

These topics are discussed within our school's cycle of inquiry, in which staff looks at student work to identify opportunities for learning, learns a strategy to address students' weaknesses, tries the strategy in the classroom, then assesses and evaluates the effectiveness of the strategy to address student needs.

2. The Guidance Counselor provides in-class sessions to help 9th graders understand high school graduation requirements and how to read their transcript. Also, the Guidance Counselor provides peer intervention and conflict resolution conferences to students who may be experiencing problems in and out of the classroom.

3. The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P.



## 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?

1. The parents of Multicultural High School students are involved in various ways:
  - a. Coming to the parent-teacher conferences during which this compact will be discussed as it relates to the individual students' achievement. This year, those meetings were/will be held on the following dates: October 25th and 26th, and March 14th and 15th.
  - b. Parents come for one-on-one meetings (scheduled or walk-in) with the Parent Coordinator, Community Assistant, Guidance Counselor, Dean, and administrators to discuss the following issues:
    - i. Credit Accumulation
    - ii. Failure in Class
    - iii. Long-Term Absences
    - iv. Having more than 5 absences in a short span of time.
    - v. Behavior Issues
    - vi. Road to Graduation
    - vii. College Readiness
  - c. Helping our staff to organize events for students.
  - d. Teachers and student appreciation day.
  - e. Parent Teacher Association Meetings
  - f. Contributing on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
  - g. Second Cup of Coffee - follow-up breakfast meeting for parents who were unable to attend the last Parent-Teacher Association meeting.
  - h. Rosetta Stone on Saturdays - Parents come with their children to learn English using Rosetta Stone in the school Computer Lab.
  - i. Awards Night - Parents of high-achieving students are invited to the Semi-Annual Awards Night of the school.
2. Our school is located on a campus school building where we share a Student Success Center run by The Cypress Hills Local Development Corporation of Brooklyn New York City where parents can get information about college.
3.
  - a. The school runs an annual school survey where they can let us know their needs.
  - b. The Parent Coordinator, Community Assistant, School Dean, Guidance Counselor, and administrators develop a close relationship with students and their families. The Parent Coordinator and Community Assistant are the primary people who are available to consult with parents regarding the progress of their children and the family's needs.
4. The Multicultural High School will further encourage school-level parental involvement to address parents' needs by:
  - holding an annual Title I Parent Curriculum Conference;
  - hosting educational family events/activities during Open School Week and throughout the school year;
  - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
  - supporting or hosting OFEA District Family Day events;
  - establishing a Parent Resource Center or lending library; instructional materials for parents.
  - encouraging more parents to become trained school volunteers;
  - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
  - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
  - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

# 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)										65	49	39	33	186
Intermediate(I)										16	26	38	49	129
Advanced (A)										4	7	12	8	31
Total	0	0	0	0	0	0	0	0	0	85	82	89	90	346

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										61	34	27	12
	I										18	24	31	42
	A										6	19	24	24
	P										0	5	7	12
READING/ WRITING	B										24	33	35	30
	I										19	40	40	51
	A										3	6	13	9
	P										0	3	1	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	73		11	
Integrated Algebra		196		67
Geometry	19		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment		137		51
Physics				
Global History and Geography		123		74
US History and Government	71		24	
Foreign Language				
Other				
Other				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Multicultural High School uses periodic assessment tools such as Acuity and the ELL Periodic Assessment. The data gathered from these assessment tools provide the staff with information about which modality students need to work on most. Predictive assessments also enable teachers to focus their lessons on specific skills students need to develop to test out. Finally, our teachers use baseline, midline, and endline assessments constructed in-house during Department Team meetings to assess students' literacy skills.

In addition, the Intervention Team of the school spearheads the identification of students with gaps in literacy. Teachers make recommendations to the team and the team evaluates students either in English or Spanish. Reading and spelling diagnostic tests such as the SLOSSON and Wilson Diagnostic Assessment are used by our Reading Specialist.

2. Generally speaking, students significantly score lower in the Reading and Writing parts of the NYSESLAT and the LAB-R. The students score higher in the Listening and Speaking parts of the exam, except for the students who are completely new to the country. For most of these students, they are unable to respond to any of the questions of the LAB-R.

3. Although the four modalities of the language are consistently addressed in instruction, the amount of time spent in each modality is directly influenced by the needs of the students. Therefore, an Intermediate ESL class, for example, with 80% of the students scoring higher in the Listening and Speaking part of the test will receive instruction focusing mostly on Reading and Writing.

4. a. 9th Grade students are divided into mostly Beginner and Intermediate students, with more Intermediate students in Listening and Speaking than Reading and Writing. Most students are beginners in Reading and Writing. 10th, 11th and 12th Graders follow the same pattern, which is majority of the students scoring Intermediate in both Listening/Speaking and Reading/Writing. In the Regents exams, students have a higher passing rate in tests taken in Spanish. Multicultural High School has an alarmingly low passing rate for the ELA Regents. Furthermore, in exams taken in English such as Geometry, Chemistry and US History, there is a noticeably low passing rate.

b. The ELL Periodic Assessment provides data that guides ESL Teachers in preparing students for the NYSESLAT. Since the assessment is most patterned after the NYSESLAT, focusing on language acquisition skills, teachers are able to focus on developing specific skills needed by the students. The item analysis part of the Periodic Assessment results allow teachers to identify these needed skills (is it summarizing, inferring, or predicting that they need? and so on.)

c. The Periodic Assessment results confirm the need for the staff to integrate and prepare lessons with both language and content objectives. Although the school follows the Transitional Bilingual Education Program model, teachers who are instructing in Spanish can still develop students' language acquisition skills by using the same strategies ESL teachers use, but in the students' native language.

5. N/A

6. Ultimately, the NYSESLAT results evaluate the success of the school's program for the ELLs. The school also looks at credit accumulation and whether a student is on track to graduate with their cohort.

## 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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Multicultural High School</u></b>		<b>School DBN: <u>19K583</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alexandra Hernandez	Principal		1/1/01
Peter Ng-A-Fook	Assistant Principal		1/1/01
Ronald Quimis	Parent Coordinator		1/1/01
Katrina Mae Angeles	ESL Teacher		1/1/01
	Parent		1/1/01
Constance Pavone	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Denise Daniels	Coach		1/1/01
	Coach		1/1/01
Franklin Rodney	Guidance Counselor		1/1/01
Christina Jimenez	Network Leader		1/1/01
	Other		1/1/01

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 19k583      **School Name:** Multicultural High School

**Cluster:** 4      **Network:** 407

**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**

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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.

Our school utilizes the home language information survey. We also assess based on the demographic profiles of the school and the NCLB sub-group data. When a parent visits our school we immediately assess whether or not translation services are required.

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.

The home language is Spanish for all students and parents. These findings are communicated on a regular basis to teachers through professional development sessions and building council meetings.

## Part B: Strategies and Activities

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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.

All translation services are provided in house. Relevant school based documentation is translated such as reports cards, permission slips, and letters. Oral communications in Spanish include but are not limited to school messenger, Spanish PTA meeting, one on one translation.

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.

Oral interpretation services are available at all times and are provided by school staff, including principal, guidance counselor, 13 teachers, & parent coordinator.

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>.

All parental notifications that come from Multicultural High School are translated into Spanish, the home language. Our school has various staff members that speak Spanish and are made available to best accommodate the communication needs of parents.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Multicultural High School

DBN: 19K583

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other: Online Learning and Resources

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

K     1     2     3     4     5  
 6     7     8     9     10     11     12

Total # of teachers in this program: 29

# of certified ESL/Bilingual teachers: 5

# of content area teachers: 24

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

All students will be serviced through our TITLE III model as 385 of our students are considered Former ELLs or ELLs, with 355 being current ELLS.

TRIMESTER MODEL: We have transitioned into a trimester model at our school to support our students with credit accumulation and to address our rolling enrollment. Due to the highly transient nature of our student body, we are continuously trying to address their needs in support of the goal of graduation. Each class lasts for 58 minutes long. All students at our school receive both an English and an ESL class to support their English language acquisition regardless of proficiency level. Our programming is based primarily on English Proficiency level.

Sub-groups: Every student at our school is classified as an ELL, a Long Term ELL or a Former ELL and thus all interventions that are put into place are to support all learners within our school.

Lowest 1/3: We have approximately 120 students who are considered lowest 1/3 citywide. These students are targeted within the classroom and have been an active part of the goal setting conversations that take place with the teacher and the administration.

ENGLISH/ESL/NLA Curriculum Alignment: Teachers within this department meet as a team to align their curriculum to best suit the needs of our students. Teachers meet during common planning time to write their curriculum, plan together and to construct lesson plans that address the needs of students at all levels of English Proficiency

Literacy Intervention Specialist: Our Reading Teacher supports our students with various programs including but not limited to RIGOR & Wilson. She supports students and teachers by targeting students who need the most support.

Saturday School: The purpose of the Saturday School program is to provide students with additional instructional support in small group settings. Mostly focusing on test preparation, teachers provide additional materials similar to the Regents Exams for students to familiarize themselves with the State Exams. They also use computers to access Rosetta Stone and Achieve 3000 to improve English proficiency and reading comprehension. Students who have been identified as SIFE or who need additional academic support based on their progress report grades have been programmed to attend Saturday Academy. 150 Students who have been identified as "off track, SIFE, or beginner/intermediate ELLS" are encouraged to attend. There are a total of 26 sessions, with each session lasting for four hours from 9:00AM to 1:00PM. There are 6 teachers certified in English, Math,

## Part B: Direct Instruction Supplemental Program Information

Social Studies, Science, and Spanish.

**After School Program:** This program targets students who are off track to graduation, SIFE, beginner/intermediate ELLs, and students who are in athletics (sports clubs). There are 6 teachers, certified in English, ESL, Math, Social Studies, Science, and one literacy specialist. Each teacher is assigned 3 student/peer tutors who are also paid to work with students who need additional support. 50 students are involved in this program, and it runs from October 9<sup>th</sup> to January 17<sup>th</sup>, and January 29<sup>th</sup> to June 5<sup>th</sup> Monday through Thursdays, from 3:09-5:00PM. Teachers use the library for this program, where there are books and computers that provide supplemental materials for student use.

**Intervention in Content Areas:** Students who struggle within a content area subjects can attend the afterschool program in the library or attend Saturday School. In these programs, teachers instruct in both English and Spanish and provide additional materials to reinforce content covered in regular school hours.

**Strategic Language Support Outside of the Classroom:** All students in the school (385 students, regardless of proficiency level) have access to Rosetta Stone and Achieve 3000. All teachers also have access to these programs and use them as supplemental materials to expedite English Language acquisition, as well as improve reading comprehension and language fluency.

Students will learn how to utilize Rosetta Stone online to support with the basic language acquisition skills. Rosetta Stone provides students with an opportunity to engage in the language outside of the classroom and also gives their parents an opportunity to engage in the learning in partnership with their students. Students utilize Rosetta Stone during Saturday School, After School, or at home. Teachers use unit assignments from the program as homework given to students to be completed during the weekend or long vacations.

**ACHIEVE3000:** Teachers utilize Achieve3000 as an instructional tool to find informational text and to engage students based on their English Proficiency level. The system allows for teachers to track their literacy level and their progress throughout the year. Upon first login, students complete a levelset diagnostic test that determines their lexile scores. Progress is then tracked based on the number of correct answers students get after reading informational text and answering multiple choice comprehension questions. At least 5 assignments on Achieve 3000 are given to students on a weekly basis, and students complete the assignments either after class, during Saturday School, or at home.

**AVENTA:** For our proficient students who are seeking an Advanced Regents Diploma and have met all graduation requirements, students will be taking Trigonometry online in support of College and Career Readiness.

**RIGOR:** Our teachers will be utilizing the RIGOR program to support our SIFE students. Rigor is literacy intervention program designed to target the needs of Spanish Speaking SIFE students.

## Part C: Professional Development

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

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

Begin description here:

The four areas of focus for the school this year is Environment, Engagement, Assessment and English Language Acquisition. As such, the school provides After School Staff Development options for personnel who teach ELLs. Furthermore, the school uses Chancellor's conference days and faculty conference days, as well as hours during Regents Exam Week, to provide workshops for the teachers. Topics discussed in these sessions include

- a. Classroom Management for the English Language Learner Classroom
  - b. How to use Rosetta Stone in the classroom. November 15, 2012 3:00-5:00 P.M. ALL ESL (6) teachers and English (3) Teachers
  - c. How to use Achieve3000 to prepare ELLs for the Regents. November 26, 2012 from 2:00 P.M. -5:00 P.M. , January 31, 2012 from 2:00 P.M - 5:00 P.M. ALL ESL (6) Teachers, ALL ELA Teachers (3), ALL History Teachers (4), All Science (3)
  - d. Using the Smartboard to provide interactive visuals to ELLs. Board Works, November 29, 2012 1:20-2:20. All Teachers
  - e. Using Skedula to track student progress and college readiness. September 20, 2012 3:00-5:00, ALL Teachers
  - f. Using Aventa for ELL Intervention.
  - g. Looking at Student Work.
  - h. Supporting ELLs and Students with Disabilities in meeting the Common Core Learning Standards.
  - i. Using the Universal Design for Learning to support ELLs and SWDs in the content area classroom. QTEL Strategies, ALL ESL Teachers (6) 1 English Teacher, December 27 & 28, 8:30 A.M.-3:00 p.m.
  - k. How to support ELLs and SWDs in meeting Citywide Instructional Expectations.
  - l. Using classroom protocols to scaffold lessons for ELLs.
  - m. Using Item Analysis to Inform Instruction for ELLs. Various Days-Common Planning Time-ELL Coordinator
2. The Guidance Counselor provides in-class sessions to help 9th graders understand high school graduation requirements and how to read their transcript. Also, the Guidance Counselor provides peer

### Part C: Professional Development

intervention and conflict resolution conferences to students who may be experiencing problems in and out of the classroom.

3. The in-service session in September as well as all Chancellors' Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parents have access to Rosetta Stone every Saturday along with students. Students also will be engaged in the following workshops that are put on by the Parent Coordinator, Principal, ELL coordinator or by our CBO, Cypress Hills Local Development Corporation.

1. Bienvenida 9/12/12

a) Election - P.T.A President & Presentation and members of the LS.T

b) Share goals

English for our community

d) Community engagement

e) Student success

f) Irma Agenda

2) Mantene Informados / Éxito Estudiantil 10/10/12

a) Graduation Requirements

b) Transcript review

c) Failing Classes- How to improve

d) Gang Unit for Information

e) Parent/Teacher Conference

f) Discipline Code

## Part D: Parental Engagement Activities

g) Contract for Attendance/ consequences

for cutting & lateness

3) Comunicacion y exito estudiantil

11/14/12

a) Health clinic

b) Pregnancy =

c) 2. S.T.D =

d) 3. Suicide=

what do I say?

who do I call?

how do I help?

4) Community Engagement 12/19/12

a) Cypress Hills Presentation / resources

outside the school

b) Holiday celebration & awards night

c) Field trips

5) Mantenerse Informados / Exito Estudiantil

1/16/13

a) Supporting students during regents

week

b) Copy of the regents exams

c) What students should be doing during

regent's week?

6) Exito Estudiantil y Mantenerse Informado 2/13/13

a) Success Center

b) College

**Part D: Parental Engagement Activities**

- c) SAT
- d) Financial Aid
- 7) Communication y Mantenerse Informados 4/10/12
  - a) Tratando con menores fuera de la escuela- Dean Mr. Feliciano
- 8) Exito Estudiantil 5/8/13
  - a) Agradeciendo a Mama/ Mother's day celebration
- 9) Community Engagement 6/12/13
  - a) Father day
  - b) Announce graduation
  - c) Awards
  - d) Summer school assignment

**Part E: Budget**

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

Allocation Amount: \$45420

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	20000	Coach who specializes in supporting ELL learners to come in for 17 sessions to support Teacher Instructional Practice with Concrete teaching strategies.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>	\$12907	Leveled library books for at home reading for students. Students will select literature that they are interested in and take books home

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

Allocation Amount: \$45420

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none"> <li>• Must be clearly listed.</li> </ul>		for reading material.
Educational Software (Object Code 199)	ACHIEVE 3000- \$7137 AVENTA- \$5980 Rosetta Stone- \$4396	Teachers will be able to utilize Achieve3000 as an instructional tool to find informational text and to engage students based on their English Proficiency level. The system allows for teachers to track their literacy level and their progress throughout the year. For our proficient students who are seeking an Advanced Regents Diploma and have met all graduation requirements, students will be taking Trigonometry online in support of College and Career Readiness. Students will learn how to utilize Rosetta Stone online to support with the basic language acquisition skills. Rosetta Stone provides students with an opportunity to engage in the language outside of the classroom and also gives their parents an opportunity to engage in the learning in partnership with their students.
Travel	15000	To promote college and career readiness students will visit SUNY & CUNY colleges upstate.
Other		
<b>TOTAL</b>		