



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MULTICULTURAL HIGH SCHOOL
DBN (i.e. 01M001): 19K583
Principal: ALEXANDRA HERNÁNDEZ
Principal Email: AHERNANDEZ7@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: CRISTINA JIMENEZ

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Alexandra Hernández	*Principal or Designee	
George Arts	*UFT Chapter Leader or Designee	
Jenny Carasco	*PA/PTA President or Designated Co-President	
Joanne Celio	DC 37 Representative, if applicable	
Wendy Fernandez Meliza Reyes	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yris Fernandez	Member/ Parent	
Dora Soto	Member/ Parent	
Nancy Caceres	Member/ Parent	
Candida Jimenez	Member/ Parent	
Soralis Ramirez	Member/ Parent	
Hector Gamboa	Member/ UFT	
Peter Ng-A-Fook	Member/ CSA	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 19K583

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	322	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	9	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2013-14)					
# Visual Arts	15	# Music	3	# Drama	3
# Foreign Language	45	# Dance	3	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.0%	% Attendance Rate			84.5%
% Free Lunch	88.6%	% Reduced Lunch			2.7%
% Limited English Proficient	94.2%	% Students with Disabilities			1.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			0.3%
% Hispanic or Latino	99.7%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.15	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	6.9%	% Teaching Out of Certification			13.9%
% Teaching with Fewer Than 3 Years of Experience	20.7%	Average Teacher Absences			5.5
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	25.5%	Mathematics Performance at levels 3 & 4			40.0%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			29.4%
6 Year Graduation Rate	67.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			No
Economically Disadvantaged	No				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			Yes
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			Yes
Economically Disadvantaged	Yes				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP						
Describe the strengths of your school's 12-13 SCEP.						
The first three goals from the 12-13 SCEP were connected to Quality Review recommendations.						
Describe the areas for improvement in your school's 12-13 SCEP.						
We focused on the NYSESLA T as an area of growth and should have focused on Regents Pass Rates or Graduation.						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
The barriers that we faced included a decrease in attendance as well as a higher percentage of Overage/Under-credited students. Our percentage of over-age students was 31% with the average age of an incoming 9 th grader at 16.5 years old. Also, 33% of our students had the SIFE designation. These demographic indicators contributed to the challenges we faced during the 2012-2013 school year because historically these populations need more time to be successful on Regents Examinations and to accrue credits.						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
After our Quality Review in May, we accomplished Goal 1, 3, 4. These goals were connected to strengthening instructional practice, curriculum and safety. This was done through strategic planning and intensive work.						
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.						
We still need to work on Goal 2, which is to strengthen Assessment Practices as it relates to sub groups and mastery of content. We also must improve Goal #5, which we identified as improving our Parent Involvement as evidenced by the School Survey.						
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
The barriers that we anticipate are quite similar to last year. Our percentage of over-age students remains 31% with the average age of an incoming 9 th grader at 16.5 years old. Also, 33% of our students are designated as SIFE. These demographic indicators contribute to the challenges we face because historically these populations need more time to be successful on Regents Examinations and to accrue credits which directly impacts student progress to graduation.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
<ul style="list-style-type: none"> • Increase in attendance for entire school • Increase in graduation rate amongst SIFE students • Increase in graduation rate amongst Black/Latino Males 				
Describe how the school leader(s) will communicate with school staff and the community.				
<ul style="list-style-type: none"> • Weekly bulletin, observation process, professional development plan, etc. 				
Describe your theory of action at the core of your school's SCEP.				
As we support the mission and vision of our school, we focus and improve upon assessment, engagement, environment and dynamic bilingualism. By engaging in differentiated professional development and reflective practice, then we will increase English Language Acquisition and Application and increase student achievement outcomes as evidenced by graduation completion and college and career readiness.				
Describe the strategy for executing your theory of action in your school's SCEP.				
<ul style="list-style-type: none"> • Every decision that is made is directly connected to mission/vision and theory of action. 				
List the key elements and other unique characteristics of your school's SCEP.				
<ul style="list-style-type: none"> • While we focus on sub-groups that NYCDOE has identified, we also focus on sub-groups that are more reflective of our population. For example, SIFE, Beginners-Advanced English Proficiency Levels based on NYSESLAT, and overage students. 				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				

- Systems and structures that support the SCEP include: School Leadership Team, Instructional Inquiry Team, Cabinet, Attendance Team, SIFE Team, Grade Teams, Department Teams, Guidance Department, and the consistent review of systems and structures through the general management and supervision of the school.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve Graduation Rate.

Review Type:	Progress Report	Year:	2012-2013	Page Number:	3	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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		2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By extending the learning time for all students who are Off Track to Graduate, Latino Males, Beginner Emergent Bilinguals, SIFE students, and Newcomers, we will increase our graduation rate from 29.4% to 33%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Extended Day Enrichment Programming (SOP 2.4)
2. Extended Day Academic Programming (SOP 2.4)
3. Zero Period Academic Programming (SOP 2.4)
4. Saturday School Programming (SOP 2.3)
5. Success Academy for 5th Year Students (SOP 2.3)

B. Key personnel and other resources used to implement each strategy/activity

1. Includes Assistant Principal, Science Teacher, Math Teacher, and 2 English Teachers.
2. Includes Assistant Principal, 2 ESL Teachers, Reading Teacher, and Physical Education Teacher.
3. Includes Assistant Principal, 2 ESL Teachers, Science Teacher and English Teacher.
4. Includes Assistant Principal, History Teacher, 2 Science Teachers, Math Teacher, English Teacher and ESL Teacher.
5. Includes Assistant Principal, Science Teacher, Math Teacher, Reading Teacher and English Teacher.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Principal and Assistant Principal monitor progress through the observation process.
2. Principal and Assistant Principal monitor progress through the observation process.
3. Principal and Assistant Principal monitor progress through the observation process.
4. Principal and Assistant Principal monitor progress through the observation process.
5. Principal and Assistant Principal monitor progress through the observation process.

D. Timeline for implementation and completion including start and end dates

1. Extended Day Enrichment Programming occurs four times a week for the entire year.
2. Extended Day Academic Programming occurs four times a week for the entire year.
3. Zero Period Academic Programming every day for the entire year.
4. Saturday School Programming every Saturday beginning October 19, 2013 to June 14, 2013, excluding holidays.
5. Success Academy for 5th Year Students every day for the entire year

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 130 Hours per Teacher for the year x 4 teachers. 130 Hours for One Administrator for the year
2. 130 Hours per Teacher for the year x 4 teachers.

3. 40 hours x 1 teacher
4. 4 hours x 24 Saturdays X 6 teachers x \$41.98, 4 hours X 24 Saturdays X One Administrator
5. No Cost Associated.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

QUALITY REVIEW RECOMMENDATION 2.2= Enhance the information provided on student outcomes from assessments to further support instructional decisions at the team and classroom level. 2.2

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	N/A
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum		3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

Strengthen all assessments to support performance on Regents exams as evidenced by improvement on Regents exams.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Department Teams engage in an Inquiry Cycle committing to an instructional strategy and reviewing student work. (SOP 3.4)
2. Administrators provide teachers with formative feedback to adjust assessment based on Regents Alignment, CCLS Alignment, and Questioning. (SOP 3.5)
3. Review Assessment data to make strategic decisions as a school community. (SOP 3.2)
4. Provide teachers with coaches to support their development of tasks. (SOP 3.4)

B. Key personnel and other resources used to implement each strategy/activity

1. Literacy Department, Math Department, History Department, Science Department, Team Leaders and One Administrator.
2. Principal, 2 Assistant Principals Network Coach, and Teacher Coaches.
3. Principal, 2 Assistant Principals and all teachers.
4. Teacher Coaches and Teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assistant Principal meets with Team Leaders to review minutes and progress.

2. Principal regularly collects (At least once a marking period) assessments to provide teachers with feedback.
 3. Community Reviews data at least once a marking period through department meeting structure.
 4. Principal reviews coaching notes weekly.
- D. Timeline for implementation and completion including start and end dates**
1. Once a week for the entire year.
 2. Once a marking period, six times a year.
 3. Once a marking period, six times a year.
 4. Every week, all year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. 60 Hours X one grade team leader X 4 team leaders.
 2. No cost associated.
 3. No cost associated.
 4. No cost associated.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Deepen assessment literacy of harvested data by teacher teams to make more explicit the link between teacher practice and improved student learning. (4.2)

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	P
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Teachers regularly utilize formative assessment strategies to make informed decisions regarding strategic grouping in the classroom as evidenced by an improvement in Danielson Domain 3, Instruction.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
1. Conduct frequent observations with special focus on Domain 3B (Questioning), 3C (Engagement), & 3D (Assessment). (SOP 4.3)
 2. Provide Professional Development Aligned to Domain 3B (Questioning), 3C (Engagement), & 3D (Assessment). (SOP 4.4)

3. Provide teacher coaches to provide individualized Professional Development for teachers. (SOP 4.3)
B. Key personnel and other resources used to implement each strategy/activity
1. Principal and 2 Assistant Principals. 2. Principal, 2 Assistant Principals, Network Coaches, Teacher Coaches and teachers. 3. Principal, 2 Assistant Principals, Teacher Coaches and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Evaluate the observation process by reviewing overall progress on observation process. 2. Evaluate Professional Development Plan based on whether or not there is improvement with instructional practice. 3. Principal reviews coaching notes weekly.
D. Timeline for implementation and completion including start and end dates
1. Every two weeks during cabinet for the entire year. 2. Every month during cabinet, for the entire year. 3. Every week, for the entire year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. No Cost Associated. 2. 2 coaches x 40 days for the year. 3. 2 coaches x 40 days for the year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).				
Improve Attendance Rate.				
Review Type:	NYC Progress Report	Year:	2012-2013	Page Number: 4
				HEDI Rating: N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.			
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
Increase our Attendance Rate by 3% by June 2014.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
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A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> Weekly Attendance Committee Meeting (SOP 5.5) Monthly Town Halls (SOP 5.3) Supper Program (SOP 5.3) Partnership with Cypress Hills Local Development Corporation (SOP 5.2) Guidance Interventions (SOP 5.3)
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Includes the Principal, Assistant Principal, Two Guidance Counselors, Dean, Attendance Coordinator, Parent Coordinator and Attendance Teacher. Facilitated by the Grade Team in collaboration with Student Empowerment Committee Members. Requires two additional Food Service Personnel, Four Safety Agents and three pedagogues. Through Cypress Hills Local Development Corporation provides a College Access Counselor. Two guidance counselors.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> Attendance committee monitors attendance. Grade Teams meet weekly to track the progress of the Town Hall Foci and inform agenda items to facilitate future town halls. Tracking the number of meals being served on a daily basis. Track the number of completed College Applications and workshops that are conducted. Through Ilog and guidance intervention records.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> Attendance Committee meets weekly for the entire year. Town Halls occur monthly for the entire year. Grade Teams meet weekly for the entire year. Students have access to the Success Center daily for the entire year. Guidance Team meets three times a week for the entire year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> No Cost Associated with this activity. No Cost Associated with this activity. No Cost Associated with this activity. College Counselor 4 hrs. a week for 200 days. No Cost Associated with this activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).
At my child's school there is an adult whom my child trusts and can go to for help with a problem. (7.9)

Review Type: LES	Year: 2012-13	Page Number: 1	HEDI Rating: N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

The hiring of an additional Bilingual Guidance Counselor to support the socio-emotional needs of students, especially for those who are in need of a support as they transition to a new country as measured by improvement on the number of parents who complete the LES.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- Hiring of a Bilingual Guidance Counselor. (SOP 6.3)

B. Key personnel and other resources used to implement each strategy/activity

- Bilingual Guidance Counselor

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Review of phone logs and Guidance Department Minutes on a weekly basis.

D. Timeline for implementation and completion including start and end dates

- Every week for the rest of the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- No cost associated.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Zero Period ESL College Now, 8 th Period SAT Prep, 8 th Period Regents Preparation, Achieve 3000, Saturday Academy, Rosetta Stone, Formative Assessment, Culturally Relevant Reading, and Translanguaging	Small Group Instruction, One to one, Tutoring and computer aided instruction	During school day, in class, after school & Saturday
Mathematics	8 th Period SAT PREP, Achieve 3000, 8 th period Regents Preparation, Saturday Academy and Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During school day, in class, after school & Saturday
Science	8 th Period SAT PREP, Achieve 3000, 8 th period Regents Preparation, Saturday Academy and Formative Assessment	Small Group Instruction, One to one, Tutoring and computer aided instruction	During school day, in class, after school & Saturday
Social Studies	8 th Period SAT PREP, Achieve 3000, Saturday Academy and Formative Assessment	Small Group Instruction, One to one, Tutoring and 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/town halls, referrals to North Shore LIJ on site clinic, RAPP, SPARK & LGBT support	Small Group Instruction, One to one, Tutoring and computer aided instruction	During school day, in class, after school & Saturday

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers are recruited by attending teacher recruitment fairs and utilizing the New Teacher Finder. Teachers are provided with Professional Development based on teacher identified areas in need of improvement and based on the Observation process. Teachers are also encouraged to attend outside of school professional development like STEM sponsored PD, CUNY NYSIEB PD, CCLS PD and other relevant professional development.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers are provided with Professional Development based on teacher identified areas in need of improvement and based on the Observation process. Teachers are also encouraged to attend outside of school professional development like STEM sponsored PD, CUNY NYSIEB PD, CCLS PD and other relevant professional development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students are identified and then provided with supplies to support their education.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
We have an instructional inquiry team that meets every Wednesday to discuss instructional decision-making. We also have grade team and department team structures to support the needs of teachers regarding assessments and instructional practice. Our MOSL team also collaboratively made decisions regarding our assessment choices.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 583
School Name Multicultural High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Alexandra Hernandez	Assistant Principal Rafael Cruz
Coach type here	Coach type here
ESL Teacher Katrina Mae Angeles	Guidance Counselor Crystal Sanabria
Teacher/Subject Area Maria Verrilli (Reading)	Parent Jenny Carrasco
Teacher/Subject Area type here	Parent Coordinator Ronald Quimis
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	333	Total number of ELLs	311	ELLs as share of total student population (%)	93.39%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										2	3	3	3	11
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	2	3	3	3	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	312	Newcomers (ELLs receiving service 0-3 years)	228	ELL Students with Disabilities	4
SIFE	108	ELLs receiving service 4-6 years	80	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	228	74	2	80	33	2	4	1	0	312
Dual Language										0
ESL										0
Total	228	74	2	80	33	2	4	1	0	312

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										81	73	83	75	312
SELECT ONE														0
SELECT ONE														0
TOTAL	0	81	73	83	75	312								

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	62	50	15	192

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										13	11	25	38	87
Advanced (A)										3	0	8	22	33
Total	0	0	0	0	0	0	0	0	0	81	73	83	75	312

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	236		28	
Integrated Algebra		169		33
Geometry	162		29	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		41		12
Living Environment		221		50
Physics				
Global History and				
Geography		113		26
US History and		149		45
Foreign Language				
Government				
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)	47	53	45	48				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The Literacy Department administers the Brigance Baseline Assessment to all students at the beginning of the year. This test determines a student's literacy in several areas. Students' reading level in English is measured through a series of short reading passages accompanied with multiple choice or short answer questions. The students' writing abilities in English is measured two ways: through a listening/spelling test, and through two different writing prompts. One prompt requires students to write an informal letter, and another requires students to write an argumentative essay. The written work is graded against a 4-point rubric.

The entire test is administered three times during the school year: (1) at the beginning of the school year or upon intake, (2) midyear, in January, and (3) at the end of the school year, in June. Teachers review an item analysis of the test scores and determine the skills students need to work on in order to move on to a higher reading grade level.

This year, an item analysis of the baseline results revealed that 90% of ELLs who were tested are reading below grade level. In the reading comprehension part of the test, only an average of 24% of students tested were able to answer more than 50% of the multiple choice and short answer questions correctly. There is, however, a noticeable increase in number of students scoring higher in reading comprehension as they progress into the higher grade levels.

Further study of the item analysis also revealed that students need improvement in the areas of inferencing, interpreting and analyzing figurative language, and comparing and contrasting.

This information informs curriculum changes across grade levels for both English and English as a Second Language. The skills mentioned above are the main focus for each unit. The baseline assessment results also help the teachers decide which strategies are best suited to improve literacy. Consequently, the school's professional development plan is also influenced by the findings from the administration of this assessment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Although there is a general trend the number of beginner students decreasing as they are promoted to a higher grade level, last year, that was not the case. The number of beginners in 9th and 10th grade is almost the same. In 11th and 12th grade, however, there is a significant drop in the number of beginners. There are also more students who are in the intermediate and advanced level in 12th grade when compared to 11th grade. Students who are new to the country generally score on a beginner level in the LAB-R. Only one student was determined to be ineligible for ELL services, and two other students scored Intermediate upon taking the diagnostic test.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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.

The school is also part of the New York State Initiative for Emergent Bilinguals (NYSIEB), led by the City University of New York (CUNY). The initiative promotes the use of translanguaging in instruction, where students strategically use both the first language and English in order to make sense of instructions, materials, and content in order to complete tasks and produce work in English. The school has an Emergent Bilingual Leadership Team (EBLT) that meets regularly and is sent to professional development sessions where they learn translanguaging strategies that can be implemented in the classroom to both capitalize on students' abilities in Spanish and develop proficiency in the 4 modalities in English.

4. For each program, answer the following:

- 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?

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, with the exception of Global History.

- The ELL Periodic Assessment provides data that guides English and 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.

- 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The school follows a uniform lesson plan format, which includes a Language Objective and a Criteria for Success. These ensure that planning for instruction is a process that includes tasks that develop literacy skills of students in both Spanish and English in all subjects. Also, the consistent use of formative assessments and exit slips allow for strategic instructional decisions while a lesson is being conducted.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Ultimately, the same measures the city and state use to determine the success of the school determines the success of the ELL program. This is due to the fact that our student population is made up of 93% ELLs. The results (passing rate and progress) of state assessments (NYSESLAT, Regents Exams, progress in Performance Based Assessments) determine 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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 and/or Parent Coordinator 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 administers 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. 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.

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 Parent 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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. 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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The Reading, Writing and Listening parts of the NYSESLAT are administered to eligible students during class time. The speaking part is administered by the ELL Coordinator, all ESL Teachers, and the Reading Specialist by pulling out students from their ESL periods. All teachers involved in the administration of the Speaking part undergo training and norming before they test students.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Trend in Program Choices – During the first 4 years of the school, 100% of the parents chose the Transitional Bilingual Program. Two years ago, 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. So far this year, just like last, 100% of parents chose the Transitional Bilingual Program for their children.

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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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 at Multicultural High School travel together from class to class. These blocks are determined by the following factors: (1) credit accumulation, (2) number of Regents Exams passed, and (3) NYSESLAT proficiency level. The blocks are also determined by students' grade levels, although a class may have students in different grade levels depending on the first three factors mentioned above. The school uses a trimester model to give students the maximum opportunity to obtain credits.

Instructional time in school also runs from 7:20AM to 4:15PM, starting from Zero Period to Period 8. Students are programmed for 8 periods, including intervention and enrichment classes which include SAT Prep, Music, Drama, Basketball, Art, Math and Living Environment.

The school also follows a Trimester Model to allow for multiple opportunities for students to accumulate credit and make up for subjects failed.
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)?

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 everyday (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 support in the form of Native Language Arts (NLA) classes and an NLA teacher pushing in ESL classes two periods a week. There are 4 ESL teachers, 3 ELA teachers, 1 Reading Specialist, and 3 Spanish teachers on the staff to provide instruction accordingly.
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 foster language development and meet the demands of the Common Core Learning Standards.

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).

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.

As part of CUNY NYSIEB, the school also has an ongoing creation of a multilingual ecology within the campus. Developing a

print-rich environment and making materials available in both English and Spanish are the main components of this ecology. Students are provided with Spanish-English dictionaries in all classrooms, and teachers are provided with cognate dictionaries to support lesson planning and making purposeful choices in what key vocabulary to focus on.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All content area teachers are required to give baseline assessments available in both English and Spanish (with the exception of assessments in English or ESL classes). Formative assessments are also consistently given daily in all subjects, mostly in the form of exit slips. In these informal assessments, students are allowed to express themselves in English or Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Content area teachers evaluate students in both English and Spanish in teacher-made assessments administered at least once every marking period. These assessments are written, with some reading comprehension required. However, in the English and ESL classes, the assessments include a listening portion, in alignment with the English Regents Exams. Speaking proficiency is evaluated during class time, through class discussions, group presentations, and debates.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated Instruction

- a. SIFE – Students with Interrupted Formal Education (SIFE Students) are programmed in the same block. The 9th and 10th Grade SIFE students are combined in one block, and the 11th and 12th SIFE students are another block. The teachers of SIFE students meet with the Assistant Principal weekly to discuss assessment, target skills and strategies that can best serve that population. Using common planning time, teachers 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. Assessment alignment to state exams, as well as data review, are also discussed during common planning time.

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 are also programmed into an 8th period class, which is an intervention class for credits they are missing or for Regents Prep.

- b. Newcomers (Less than 3 years)

Students who are completely new to the country initially receive instruction with a focus on the following skills: (1) phonemic awareness, (2) decoding text, and (3) lexile sophistication. The curriculum is developed with tasks that focus on Basic Interpersonal Communication Skills (BICS) initially, and then transition into developing Cognitive Academic Language Proficiency 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 have access to Rosetta Stone in school, 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.

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. 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.

e. Former ELLs

100% of our students who are former ELLs are on track to graduation and have been programmed on the Advanced Placement (AP) track. These students are taking classes in AP English with a certified ESL teacher. Along with this are courses in AP Human Geography, AP Spanish, and AP Studio Art. Teachers who instruct these students make use of the same strategies used for students who are still ELLs and utilize the same materials (bilingual dictionaries, side-by-side text translations, etc.) to ensure that these students still have the support available to them if needed.

7. 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?

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students who are ELL-SWDs are programmed with regular students, only with the additional support in the form of teachers who push in or team-teach with the content area teacher. All strategies that apply to ELLs in our school are also utilized for students with disabilities.

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

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

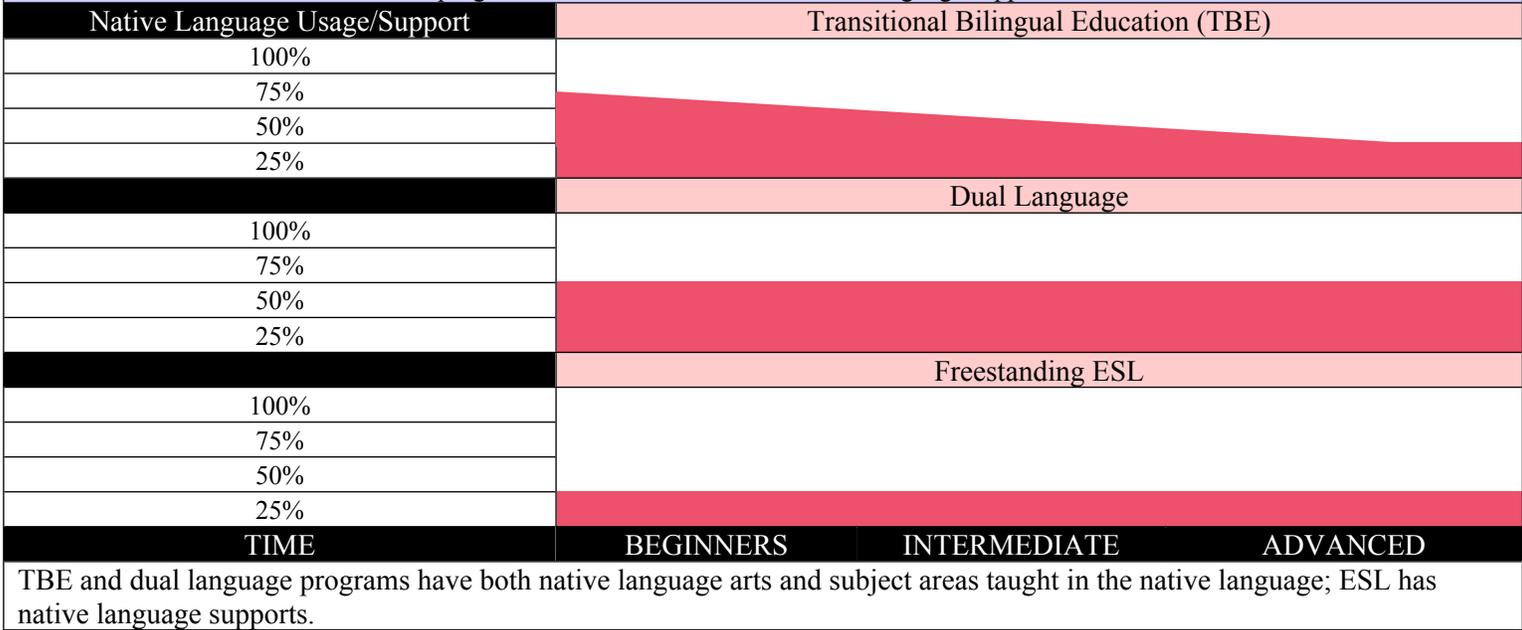
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

9. 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.
- Struggling students in content area subjects are programmed into 8th period classes 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 SIFE 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 pulls out these students and provide literacy intervention.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since the students are staying for more hours in school and are given three opportunities a year to obtain credits, ELLs are receiving more support than the school has historically provided. Attendance rate has increased from the past year and students are showing more progress as revealed by the number of kids on track to graduation at the beginning of senior year.
11. What new programs or improvements will be considered for the upcoming school year?
- Computer-Aided Instruction - Currently, there is no 8th period class that uses technology to provide literacy intervention to our students. Beginning in December, students will have the option of being programmed into an 8th period class that uses Achieve 3000 and Rosetta Stone as programs that will develop English proficiency.
 - Student Empowerment Council (SEC) - This is the second year we will be having 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.
 - Advisory Program - We are also piloting an advisory program, where each teacher is responsible and accountable for 15 students. These advisors are to track students in the grade level they teach in terms of progress towards graduation.
12. What programs/services for ELLs will be discontinued and why?
- After School Program - Since students are programmed into 8 periods of class every day, until 4:15PM, there is no need for an after school program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are programmed into 8th period classes based on needs and interest. If a student has a request, their programs are changed based on availability and with the priority of helping the student work towards being on track to graduation.
- In addition, teachers may 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- SmartBoard
 - Internet Access
 - Spanish-English Dictionaries
 - Achieve 3000
 - Rosetta Stone
 - Laptop Carts and the Computer Room at 465
 - Audio-Visual Material to support textbook content (CDs, DVDs, etc.)
 - RIGOR books

- i. Multi-language texts
- j. Leveled text with high interest topics, available in Spanish and English

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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. Furthermore, in offering 8th period programs that are high interest (such as drama, sports and music), students are given opportunities to develop literacy in a creative manner. SIFE students also receive instruction in subjects they are failing or where they need to pass Regents Exams during 8th period.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout 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.

18. What language electives are offered to ELLs?

Language Electives are offered in advanced Spanish to prepare students for the AP Spanish test.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The four principles that inform our professional development this year are as follows: (1) teaching is intentional, (2) assignments matter, (3) dynamic bilingualism, and (4) expectations connected to student achievement. These principles are based on the following premises:

- a. When teaching is not intentional, there are no discussions, no rubric. Routines are not in order and students lack support systems. Teachers can be better supported by professional development on how learning intentions can be more deliberate and target students' needs.
- b. Assignments should be rigorous, collected, challenging, and connected to evaluations mandated by the state.
- c. Translanguaging strategies makes purposeful use of students' abilities in both languages. These strategies need to be taught intentionally and shared with students.
- d. Expectations from students need to be raised so that students will meet it.

2. The school provides Staff Development during Common Planning Time. 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. Translanguaging Strategies to address the needs and deficiencies of our students
- b. Looking at Student Work and assessment results.
- c. Working with a SIFE Population (SIFE Bridges Program)
- d. Working with the Danielson Framework.
- e. Supporting ELLs and Students with Disabilities in meeting the Common Core Learning Standards.
- f. Using the Universal Design for Learning to support ELLs and SWDs in the content area classroom.
- g. Using the Universal Design for Learning to support ELLs and SWDs in the language classroom.
- h. How to support ELLs and SWDs in meeting Citiwide Instructional Expectations.
- i. Using classroom protocols to scaffold lessons for ELLs.
- j. Using Item Analysis to Inform Instruction for ELLs.

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.

3. Town Hall Meetings where students meet with advisors is a venue where students are given the opportunity to discuss problems transitioning into high school. The Guidance Counselor also provides in-class sessions to help 9th graders understand high school graduation requirements and how to read their transcript. Moreover, the Guidance Counselor provides peer intervention and conflict resolution conferences to students who may be experiencing problems in and out of the classroom.

4. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 24th and 25th, and March 27th and 28th.
 - b. Parents come for one-on-one meetings (scheduled or walk-in) with the Parent Coordinator, 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, School Dean, Guidance Counselor, and administrators develop a close relationship with students and their families. The Parent Coordinator is the primary person who is 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:
 - 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;
 - 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Multicultural High School

School DBN: 19K583

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alexandra Hernandez	Principal		11/15/13
Rafael Cruz	Assistant Principal		11/15/13
Ronald Quimis	Parent Coordinator		11/15/13
Katrina Angeles	ESL Teacher		11/15/13
Jenny Carrasco	Parent		11/15/13
Maria Verrilli	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Crystal Sanabria	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K583** School Name: **Multicultural High School**

Cluster: **4** Network: **402**

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

Part A: Needs Assessment Findings

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

The school uses data from the Home Language Identification Survey (HLIS) to determine the languages our parents and students speak at home. Since the school uses a Transitional Bilingual Education model (TBE) and all students come from Spanish-speaking families, the school has on staff Spanish-speaking teachers, a Spanish-speaking Guidance Counselor, Parent Coordinator, and dean. The principal of the school is also proficient in Spanish. All communication (written or oral) with parents and students are done in both English and Spanish.

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 school serves an entirely Spanish-speaking community and is known as the only school in the area that offers content area classes in both Spanish and English.

Part B: Strategies and Activities

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

Translation services are provided by the Parent Coordinator, Guidance Counselor, and the Spanish-proficient staff members. Written communication with parents and students are first drafted in English are translated in Spanish by the able staff members before they are distributed.

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.

Translation services are provided by the Parent Coordinator, Guidance Counselor, and the Spanish-proficient staff members. One of the three is available to translate orally when needed.

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>.

As mentioned above, the school utilizes all Spanish-proficient staff members to ensure that both oral and written communication is conducted in Spanish when necessary.

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):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Online Learning and Resources
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 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 9th to January 17th, and January 29th to June 5th 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 goalsc)

English for our community

d) Community engagement

e) Student success

f) Irma Agenda

2) Mantenese 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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	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"> • Must be supplemental. • Additional 	\$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. • Must be clearly listed.		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		
TOTAL		