



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: STEPHEN T. MATHER BUILDING ARTS & CRAFTSMANSHIP HS

DBN (i.e. 01M001): 02M139

Principal: LARRY D. GABBARD

Principal Email: LGABBARD@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: CASS CONRAD/ALAN DICHTER

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
Larry D. Gabbard	*Principal or Designee	
Emily Williams	*UFT Chapter Leader or Designee	
Migdalia Padilla	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Viviana Garcia	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Naomi Kroll	CBO Representative, if applicable	
Yesenia Pazos	Member/ Parent/PA Co-President	
Chad Hudson	Member/ School Business Manager	
Christopher Mayer	Member/ Assistant Principal	
William Hurwitz	Member/ Student	
Kadijja McCord	Member/ Parent	
Silvia Merced	Member/ Parent	
Alex Harty	Member/ Teacher	
Nadine Romany	Member/ Parent	
Hannah Kass	Member/ Teacher	
Christina Martini	Member/ School Social Worker	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Implement a Mastery Based Grading policy across all courses aligning assessments to the Common Core Standards and using an online tracking system to support the policy so that teachers can deliver instruction targeting specific skills and so that students (and their parents) can understand their progress toward mastery in a subject area.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a new school, it is imperative that we are on the same page regarding grading and its purpose: to document progress of students and our teaching; provide feedback to students and their parents; and make instructional decisions. With that, will be able to monitor student achievement and make adjustments as necessary to instruction to address needs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Develop a comprehensive Mastery-Based Grading policy based on research by Marzano and Winger that is accessible to teachers and students
2. Align assessments to CCLS and content standards for the Mastery-Based Grading
3. Use of JumpRope Mastery-Based Grading online system to align assessments to common core standards
4. Access to online system parents and students so that they can monitor progress as well

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

1. Principal with input from teachers, assistant principal
2. Teachers will align their assessment to the CCLS standards; support provided through PD from Network and grade leader
3. JumpRope grading system and Assistant principal who monitors system and the Business Manager who sets it up
4. Assistant principal who collects emails, assigns emails to students, and provides outreach to all parents regarding the system

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

1. The comprehensive policy will provide the structures for assessing student progress, and its effectiveness will be measured by the ability of teachers to design and adjust instruction that raises the proficiency of students and the impact will allow all to be clear of expectation on the CCLS and content standards
2. Each assessment will be aligned to the standards, and as each assessment is entered into JumpRope, and the effectiveness will be determined by the number of assessments that are presented that align to each standard, having an impact that allows students and staff to know specifically their proficiency against the standards.
3. An ongoing online grading system will track grades over time, and will be measured as effective if teachers are able to adjust the instruction based on the data and if students are able to speak to their progress during student-led conferences
4. Online access allows students and parents to receive real-time communication about how students are performing.

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

1. The policy and online system will be implemented by 9/2013, with progress of students monitored 10/24, 12/16, 1/30, 3/27, 5/12, 6/20. Progress will be conveyed through student-led conferences twice on 10/24-25 and 3/27-28

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

1. Staff will; be trained in the online system and the purpose of grading with ongoing professional development provided during the morning professional development times and the team meeting. The Mastery-Based Grading will be taught to students during Advisory and town halls, and parents will have the opportunity to learn about the system though student-led conferences, open-school night and parent meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. All parents will have access to the online grading system with their own login and ability to track student progress.
2. All parents will be required to meet with their student and the student's advisor during student-led conferences, that will allow parents to understand the grading

policy further and provide the opportunity for the students to explain their progress to their parents.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To create structures and put in place procedures that will allow our CTE strand within Historic Preservation to be state certified in the next 3 years.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In order for our students to be CTE certified upon graduation, they must graduate from a state approved CTE sequence. In order to be state approved, the school must develop a committee to look at student progress, sequence rigor, final assessments, and opportunities to modernize the curriculum. We will convene a committee of industry professionals, parents, teachers, and students to refine our 4-year academic sequence and apply for state certification.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Create an Advisory Board: From our founding partner the National Park Service, we will network with other professionals in our CTE strands and create an advisory board of professionals willing to partner with us in this work
2. Curriculum Review: The national standard for our CTE strands is in development. We will take existing curriculum from NCCER and other materials and augment it with original to our school with in-depth and relevant projects.
3. Develop curriculum maps with NPS and industry partners

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

1. Principal & Liaison from National Park Service
2. NPS industry partners and Principal

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

1. Mid-year check-in and weekly calls to develop progression.

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

1. June of 2013 – September of 2014

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

1. Coordination of CTE instruction and involvement of industry partners with the CTE teachers to develop the curriculum as part of the board.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Have parents sit on the advisory board for CTE program development, Have quarterly student demonstrations of their work

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Develop a 9th grade curriculum that is aligned to Common Core Standards and integrated other content areas, including differentiated content for SWDs

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a new school, we need to embrace the Common Core Learning Standards that provide very clear outlines of what/how students should be learning. We want our core and CTE curriculum to engage our students at every level, especially using hands-on strategies. To this end, we will design a 9th grade curriculum across all subject areas that integrates the CCLS and is assessed using our Mastery-Based Grading Policy goal #1.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. **Common Planning Time:** All teachers and staff have common prep periods and professional planning time daily. During this time, the curriculum development team plans units, aligns assessments and rubrics to CCLS standards, and creates projects with multiple points of entry for students at all learning
2. Work with the Network and John Herrera to develop maps and lessons
3. Use protocols to workshop units with the staff during team meeting, to get and give feedback to improves lessons.

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

1. Principal
2. All teachers
3. Assistant Principal

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

1. Common planning time is targeted for the teachers and to be effective is planned and structured to accomplish goals. The impact will be completed curriculum for the 9th grade for each subject area.
- 2.

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

1. September 2013 – May 2013

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

1. We will use daily programmed common planning time, as well as additional funding sources for professional development. Also a retreat will be scheduled in February and May as check-in dates and work sessions.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will host a curriculum night to share curriculum and materials with parents; parents will attend student-led conferences to see the curriculum as it unfolds in classes; Teachers and school staff will regularly attend PA meetings

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.										
To foster a welcoming and caring climate within Mather High School that cultivates our five CORE VALUES: Responsibility, Action-Oriented, Collaboration, Social-Emotional Awareness and Risk-Taking.										
Comprehensive Needs Assessment										
Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.										
Among our school's beliefs are the ideas that students need to be known and feel comfortable going to at least one adult in the building. Additionally, we believe students learn best and are more equipped for success when their learning environment is personalized and centered around attainable core values that they can demonstrate daily. As a first year school, we believe culture is critical and creating a welcoming one is a top priority.										
Instructional Strategies/Activities										
Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Implement school-wide advisories – Through advisory staff will meet with a small group of students where they can talk about personal and academic growth, create “family” and even have fun. Advisory is a time to foster the relationships between students and staff.										
2. Implement Core Values and Students of the Month – Through Student of the Month and the Core Values, various studnets each month will be selected and recognized for their actions that represent each of the core values. Five students a month will be selected.										
3. Provide sensitivity training for students and teachers around diversity points.										
B. Key personnel and other resources used to implement each strategy/activity										
4. School Social Worker who will design and teach to advisors the comprehensive Advisory Curriculum										
5. All teachers who serve as the advisors										
6. Principal, AP and Social Worker who will participate with the advisories and monitor implementation										
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity										
1. All students will participate in advisory and the effectiveness will be demonstrated by the ability of students to identify their advisor (or at least another teacher) as someone who knows them and is there to support them academically and personally The impact will be a unified team in advisory and a cohesive grade overall as every student will have a very similar experiences in the planned advisory curriculum.										
2. Progress of the SOM will be shown by the ability of the staff to identify a student for each core value each month (5 a month) and the impact will be the students's awareness of the students who are selected and celebrated and working toward being recognized.										
D. Timeline for implementation and completion including start and end dates										
1. September 2013 – June 2014										
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity										
1. Advisory will meet four days a week for 45 minutes and Friday professional development morning meeting time will be dedicated to teaching the teachers the advisory curriculum. Social Worker will be afforded time to develop the curriculum as well.										
Strategies to Increase Parental Involvement										
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).										
1. All parents will have access to the online grading system with their own login and ability to track student progress.										
2. All parents will be required to meet with their student and the student's advisor during student-led conferences, that will allow parents to understand the grading policy further and provide the opportunity for the students to explain their progress to their parents.										
Budget and Resource Alignment										
Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	<p>ER Periods (Enrichment or Remediation Periods): at-risk students work with the ELA teacher in small groups (8-10) during our ER periods, which incorporate the 37 ½ minutes that have been rolled into the school day</p> <p>Academic Overtime and Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Academic Overtime and Saturday program focused on work completion, targeted standards for students to gain mastery, and credit recovery if necessary.</p> <p>Tutoring Peer/Tutoring: All writing and ELA projects and assignments follow the writing process with an emphasis on peer editing protocols</p>	Small group instruction.	<p>ER - During the school day</p> <p>Academic Overtime – After school and Saturdays</p> <p>Tutoring/Peer Tutoring – After school</p>
Mathematics	<p>ER Periods (Enrichment or Remediation Periods): at-risk students work with the Math teacher in small groups (8-10) during our ER periods, which incorporate the 37 ½ minutes that have been rolled into the school day</p> <p>Academic Overtime and Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Academic Overtime and Saturday program focused on work completion, targeted standards for students to gain mastery, and credit recovery if necessary.</p> <p>Tutoring Peer/Tutoring: Math is supported</p>	Small group instruction.	<p>ER - During the school day</p> <p>Academic Overtime – After school and Saturdays</p> <p>Tutoring/Peer Tutoring – After school</p>

	by teachers and peers who excel in math after school and during lunch		
Science	<p>ER Periods (Enrichment or Remediation Periods): at-risk students work with the Science/Botany teacher in small groups (8-10) during our ER periods, which incorporate the 37 ½ minutes that have been rolled into the school day.</p> <p>Academic Overtime and Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Academic Overtime and Saturday program focused on work completion, targeted standards for students to gain mastery, and credit recovery if necessary.</p> <p>Tutoring Peer/Tutoring: Botany is supported by teacher and peers who excel in science after school.</p>	Small group instruction.	<p>ER - During the school day</p> <p>Academic Overtime – After school and Saturdays</p> <p>Tutoring/Peer Tutoring – After school</p>
Social Studies	<p>ER Periods (Enrichment or Remediation Periods): at-risk students work with the US History teacher in small groups (8-10) during our ER periods, which incorporate the 37 ½ minutes that have been rolled into the school day</p> <p>Academic Overtime and Saturday School: All identified at-risk students and students identified as Promotion in Doubt are assigned our Academic Overtime (M-F 3:30-5:30pm) and Saturday (9am-1pm) program focused on work completion, targeted standards for students to gain mastery, and credit recovery if necessary.</p> <p>Tutoring Peer/Tutoring: US History is supported by teachers and peers who excel in history after school.</p>	Small group instruction.	<p>ER - During the school day</p> <p>Academic Overtime – After school and Saturdays</p> <p>Tutoring/Peer Tutoring – After school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student Support Groups: Our School Social Worker facilitates small support group meetings for various at-risk behaviors. (Truancy,	Small group instruction One-on-one	During the day, or after or before school as needed

	<p>bereavement, social etiquette, peer mediation, conflict resolution).</p> <p>Advisory: All students are in advisory and have the opportunity to participate in “Distributive Counseling” through advisory.</p>		
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**Title I Information Page (TIP)
For Schools 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.			
	School Wide Program (SWP)	X	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.
Mather HS holds informational sessions in the spring for all interested teachers. Every effort is made to hire a diverse and qualified teaching staff. All staff members go through a rigorous group interview process that is facilitated by our hiring committee. All candidates as well as our continuing staff members review our staffing criteria. Prospective candidates are told what is expected instructionally and professionally and the PD plan they will be opting in to. Once at Mather, each teacher is given a high degree of independence with very high expectations of the final student outcome. Teachers revel in this amount of structured freedom with high frequency feedback. Teachers set their own goals based off of the Danielson rubric. We then compare our observations and areas of growth for the teacher and collaboratively develop a personal PD plan for each teacher. All staff either has their master's degree in their subject or is working toward it through an alternative certification program.

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).
Targeted professional development and additional education courses will help all our identified teachers who are working towards being "highly qualified". Mentors are assigned to all new to the school, new to teaching, untenured and other staff identified as needing additional support. Frequent classrooms visits, intervisitations, one-to-one coaching, grade-level and department meetings are scheduled to help support all staff members earn and retain their highly qualified status.

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.).
Funding from Title 1 as well as TL monies set aside for this goal is earmarked for professional development, attendance to conferences as well as in-house training.

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.).

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.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Combined Tax Levy and Title I funds are allocated to fund per session postings for all after school and Saturday programs such as Tutoring and Academic Overtime Programs to help students reach proficiency. Funds will also be allocated to purchase the online program to track progress for staff and students. The school social worker and special education teachers are funded with Title I and TL to support students at risk or needing additional services. The AP is funded with TL funds to support professional development plans and to provide opportunities to help reach goals.

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).

Funding from Title 1 as well as TL monies set aside for professional development, attendance to conferences as well as in-house training.

Parent Involvement Policy (PIP)

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, 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain an advisory program to serve as a liaison between the school and families. Advisors and school social workers 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 school 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 2	Borough Manhattan	School Number 139
School Name S T Mather Bldng Arts & Crftsmnshp HS		

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 Larry D. Gabbard	Assistant Principal Christopher Mayer
Coach	Coach
ESL Teacher Aziz Elabida	Guidance Counselor Christina Martini
Teacher/Subject Area Emily Williams/Science	Parent Migdalia Padilla
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	84	Total number of ELLs	11	ELLs as share of total student population (%)	13.10%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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%)										0				0
Dual Language (50%:50%)										0				0
Freestanding ESL														
SELECT ONE										1				1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

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										10				10
Chinese										1				1
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	11	0	0	0	11

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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										10				10
Chinese										1				1
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	11	0	0	0	11

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)														0

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)										2				2
Advanced (A)										9				9
Total	0	0	0	0	0	0	0	0	0	11	0	0	0	11

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										7			
	P										4			
READING/ WRITING	B													
	I										6			
	A										4			
	P										1			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	6	5			11
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	5		5		1				11
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			5		6				11
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)								
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.

We utilize two formal diagnostics for all incoming ELLs aside from the Lab-R. An English diagnostic is administered and two skill based assessment (Wyatt for reading comprehension and Slosson for decoding). Results of these diagnostics reveal two important data points. Reading comprehension skill deficits and writing skill deficits so that we can monitor and design intervention programs for

individual students. If students have identified skill deficits, they are assigned content level ER period (or small group instruction) during the school day which is usually ESL for an additional 45 minutes of supplemental instruction. We also use the reading/ELA scores of the 8th grade tests. With regard to our ELL population, they are on trend with the majority of the cohort in terms of proficiency.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing our students' data, most need additional help in writing skills. 9 of our students are already at an Advanced level according to the NYSESLAT and 2 are at the intermediate level. The two at an intermediate level do struggle in their classes, and both have IEPs. A writing program is starting in February for all students but will truly support the ELL Students..
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](#))

The students receive additional instruction in English, and the school is implementing a writing program that will further scaffold these students language access. Most identified patterns in skills deficits usually result in additional enrichment programs for individual students, online resources or supplemental classes that support English acquisition are programmed during the Spring semester. Additional after school programs with our licensed ESL teacher is also scheduled.

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

Our students are not currently taking tests in ELL, however, we are using their performance in class to adjust instruction in the core classes (as a grade-level team) and in their individual enrichment classes, especially where ELA is a primary focus. Our ESL programming is based on students' needs. Diagnostics and periodic assessments help us understand what skill deficits to help our students both to improve language acquisition and content understanding. Our full immersion into English literature with additional supports in language acquisition instruction help our students experience success in the NYSESLAT as well as eventual success on the US History and the English Regents examination.

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 - high school

6. How do you make sure that a child's second language development is considered in instructional decisions?
We plan our lessons with differentiation in mind, plus the ESL teacher co-teaches and scaffolds lessons provided from the core teachers as necessary for students in their classes. In addition, we have adopted the Hochman Writing program designed to improve ALL student's English language skills, not just in writing, but also in oral communication.

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 - No dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We will be using the data from the 2014 NYSESLAT to evaluate our program, as well as the credit accumulation and grades of our ELL students. We will also use their results on the US History Regents and any other Regents we administer this year. Further success will be predicated on students showing growth in their language acquisition and skills in reading, writing, listening and oral comprehension in English as demonstrated on passing the English Regents in their 11th grade year. All students needing additional

instructor in ESL or English are given small group instruction as well as after school support to help pass the English Regents.

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](#).)
All students are given the Home Language Identification Survey, the survey is included in our first day take home packet. (None of our students were new this year, however the next piece is in anticipation of our growth.) Students from out-of-state/country are interviewed by the testing coordinator and ESL teacher to assess spoken English proficiency. Our initial interview with the student consists of oral skills determination as well as reading level determinations. All new students are administered the LAB-R by the first week of admission into Mather HS. Results are reported and their individual program designed. If the student is identified as needing ESL and related services, it is programmed into their schedule. All testing such as LAB-R and NYSESLAT is administered by our testing coordinator, which is determined by the RLAT report in ATS.
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.
Our students' parents are provided DOE information outlining these programs in general. Then, parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "First Day" packet. All parents are met with individually to discuss the school's programs as well as their student's individual support. We have teachers who are programmed to support ESL instruction. Mather does not have a bilingual or transitional program.
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](#)].)
All forms and letters are distributed collected by the advisor. Advisors are responsible for 10 -15 students. All parent communication begins with the advisor. All of our students have separate parent meetings to complete and return all the required forms. Entitlement forms, parent survey and program selection forms are distributed by the advisor and filed in the main office after completion and review by ESL teachers and Principal. The ESL coordinator and business manager also follow-up with calls, and if necessary, new letters are mailed, until the form is returned. They are secured and stored in a locked file cabinet in the principal's office.
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.
We run the RLAT report to determine the students and their proficiencies. The students are scheduled with Mr. Aziz or in team teaching classes as necessary. Parents and students identified as needing additional ESL services such as (extension of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish and Chinese to help parents and students understand our programs.
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.
We used ATS reports (RLER) to determine which students are eligible and in need of the NYSESLAT. Tests are ordered. The date is set; students and parents are notified; Mr. Aziz administers the test during a time that does not infringe on the academic program of the students. We follow the process of the test administrator's guide.
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. 

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])? Instruction is delivered in two ways. A push-in model as well as an additional period of English is programmed for students. A period of ESL (during ER- enrichment or remediation which is small group instruction) with the ESL teacher once a day and the ESL teacher pushes into the English classes and co-teaches with other teachers as well. Focus is on reinforcing expository writing and language acquisition skills. Students are homogeneously mixed in their ESL classes but heterogeneously mixed in English classes. We are on a block schedule.
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)?

All classes are taught in English; ELA is a blocked class for all students, and specific instruction in English is supported by ESL. All our students receive over 360 minutes of direct ESL instruction per week. Each English period is 90 minutes long 2x a week and 45 minutes 1x a week and ESL ER period is 45 minutes long 3x days a week totaling 360 minutes of instruction. In addition, other classes are co-taught with ESL teacher as needed.
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.

All content area is delivered in English with native language support. Regents examinations will be also administered in their choice of language, though we anticipate most if not all will take the exam in English but have the native language copy as a resource. Instructional supports are focused on English reinforcement and enrichment. Content specific skills and understandings are given in English with instructions and additional support given in their native language if needed.

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

They are not presently evaluated in their native languages.

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

We use the Common Core and all modalities are routinely included in a multitude of assessments including oral presentations, writing assignments and tasks that utilize the Hochman writing strategy, listening through read alouds and note-taking tasks, and reading tasks associated with every content area.

Student progress and language skills are based on a combination of assessments that include:

Summative Assessments & Formative Assessments -- Large Projects/Problem-Based Unit Assessments • Standards-Based Assessments • Final Draft Essays • Lab Reports • Mastery Assessments • Summative Presentations • Demonstrations of Proficiency (such as on CTE skills) • Portfolios • Regents Exams Checks-for-Understanding • Observations • Questioning • Standards Based Informal Quizzes • Small Projects (Formative) • Drafts • Re-writes • Re-do assignments • Homework • Practice • Classwork • Class Activities • Warm-Ups/Do Nows • Discussion • Exit/Admit Slips • Learning/Response Logs • Peer/Self Assessments • Quizzes • .

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).

a. We do not have a SIFE program.

b. We do not currently have a newcomers program.

c. All lessons are differentiated for all levels of learners, allowing ELL students to find multiple entry points. We follow six principles where applicable:

Principle 1: Instruction leverages ELLs' native language(s) and culture. ELLs' native language(s) and culture are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.

Principle 2: Instruction develops discipline-specific language along with discipline-specific knowledge and competencies. Classroom practice facilitates the development of discipline-specific language competencies to help students integrate their language development with the conceptual understandings they are acquiring within different disciplines.

Principle 3: Instruction is standards-aligned and grade level appropriate. Instruction is guided by the CCLS and includes: opportunities for students to engage in oral and written discourse in which they present explanations, make conjectures, justify conclusions, and argue from evidence across all disciplines. The new Standards provide greater opportunities for students to engage in more linguistically complex and content-rich tasks, including negotiating meaning in disciplinary discourse.

Principle 4: Instruction addresses the needs of students with various levels of English proficiency and with a variety of prior school experiences. Instruction moves students forward by meeting them where they are and facilitating access to rigorous disciplinary language and content standards.

Principle 5: Instruction provides the necessary support to ensure that ELLs comprehend disciplinary texts and tasks. This will enable students to acquire the language and knowledge they need to become more independent learners. ELLs engage with authentic complex texts and tasks across the disciplines aligned to the new Standards. Supports help ELLs negotiate meaning and build their capacity to acquire and apply complex disciplinary language structures with confidence.

Principle 6: Diagnostic and formative assessments are used to identify students' knowledge and academic language competencies to guide instructional practice. These assessment practices allow teachers to monitor students' in the moment learning and to adjust instruction accordingly; provide students with timely and useful feedback; and encourage students to reflect on their own learning and thinking. Teachers monitor students' in the moment as well as on-going learning, and adjust instruction accordingly.

d. Same as 3.

e. They will remain in their general education classes and receive the same supports that all students receive as part of our academic program.

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?

All teachers are on a grade-level team and share the resources available to ALL students. All rooms are wireless with internet capabilities, all ELLs students have MP3s with all literature and whole class novels to support them in English. Voice recognition software is used to help ELLs with oral comprehension. All books have native language translations. Textbooks are used in classes where ESL support is needed. ESL support from the ESL teacher is used when translating notes and lectures during small group instruction.

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?

All students are programmed as described elsewhere, and all students are in an ICT-setting to reach their instructional goals, plus they receive one additional period of small group instruction each day.

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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

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

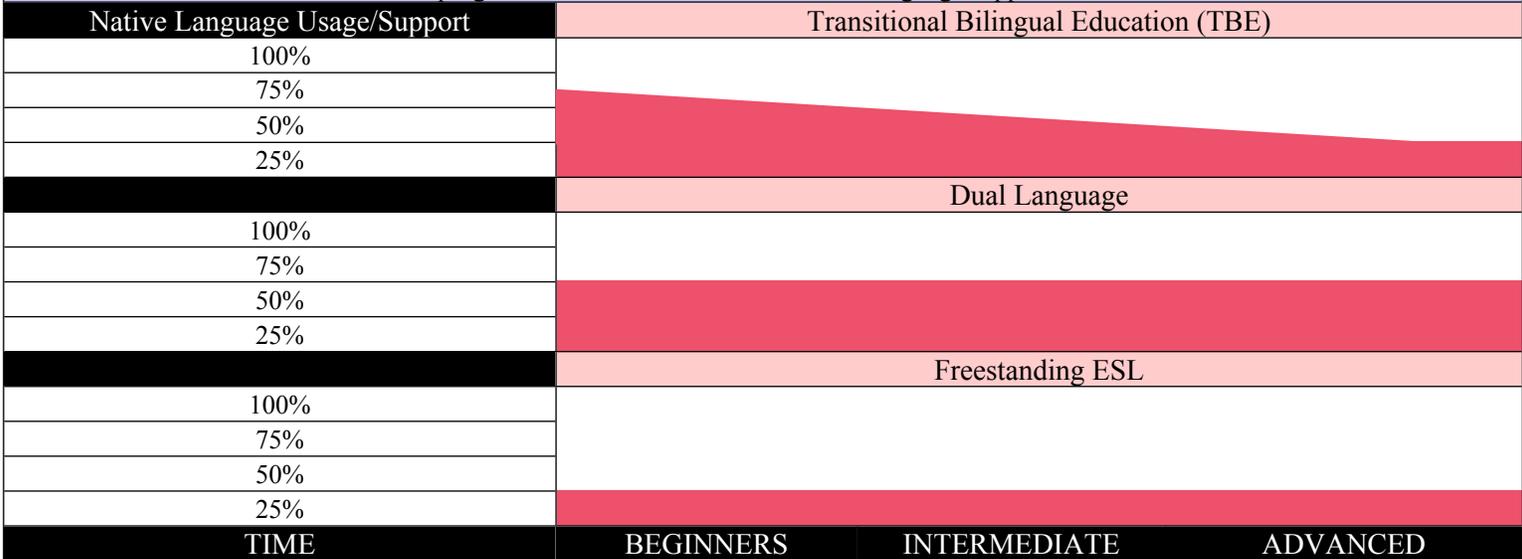
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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.
- Academic intervention services for identified ELLs include: Saturday Credit Recovery program (for all subjects) where they can get additional support in all content area in subjects they failed in a quarter as well as earn additional credit towards graduation, tutorials after school with ESL teachers and others to help with homework completion, Regents prep classes after school and Saturdays to help prepare for all core content examinations, English and native language practice, NYSESLAT prep with ESL teacher after schools. We also have an "Academic Overtime" program to make up missing work.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The program is 3-months old, but is currently meeting the needs. Year-end data will be helpful as we grow. All teachers are aware of who the ELL students are and we meet about them weekly.
11. What new programs or improvements will be considered for the upcoming school year?
- This is our first year. We are currently implementing everything as a "new program" or new initiative.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to ALL of our school-wide programs requesting written correspondence in native language when necessary and by us offering translation services as well as peer translators and buddies for all ELLs. Supplemental services include NYSESLAT prep, Regents prep, and Tutorials in all subjects. At Stephen T. Mather Building Arts & Craftsmanship High School (Mather HS) you will get ready for career and college through hands-on learning and skills training in all of your classes. Partnered with the National Park Service, our school offers Career and Technical Education pathways in the specialized building arts of carpentry, masonry, decorative finishes, as well as landscape management through the lens of historic preservation. You will build a strong academic foundation and learn solid trade skills, opening doors to a secure and successful future. Graduate with a CTE industry approved certification and/or college-approved credentials; learn skills in Carpentry (woodworking), Masonry (stone/brick/plastering); Decorative Finishes (art/painting/ornamental work); Landscape Management; Internships and Job Shadowing with our partner The National Park Service (NPS) and other industry partners; our mathematics, sciences, technology and humanities courses have real-world applications; fieldtrips, especially to partner sites such as Ellis Island and the Statue of Liberty; Regents and Advanced Regents Diplomas with a CTE Endorsement.
- Language Classes: Spanish and Spanish Native Language Arts. Also, we have skilled instructors skilled in five languages from Arabic to French for students interested in an extra challenge.
- Online Language Classes: Will be available based on student interest. Please contact the school for more information.
- Advanced Placement Classes: As we expand, we plan to offer Art History, Environmental Science, European History, Studio Art: 2-D Design, and Studio Art: 3-D Design.
- Online Advanced Placement Classes: As we expand, we plan to offer Art History, Chemistry, European History, Studio Art: 2-D Design, Studio Art: 3-D Design.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All rooms are wireless with internet capabilities, all ELLs students have MP3s with all literature and whole class novels to support them in English. Voice recognition software is used to help ELLs with oral comprehension. All books have native language translations. ESL support from the ESL teacher is used when translating notes and lectures during ER periods (small group instruction).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ESL teacher speaks five languages so available for ESL students. Everything is delivered in ESL classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- They are high school level materials supported by our scaffolded resources
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.
- Parent and student meetings with Principal, AP, ESL teacher and grade level team is planned for the first month of school.

Individual

student programs is made based on the parent's survey, teacher observation and results of the previous year's NYSESLAT. Most students entered Mather High School with Advanced level ESL designation on the NYSESLAT. After school tutorials and ESL ER period is scheduled.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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 & 2. Our Professional Development model is geared towards increasing literacy skills in all content areas. Apart from regular PD offerings by the CFN, ESL teacher attends weekly team meetings, department meetings with English and all teachers to help increase skills and knowledge based in ESL instruction. Working with our network, our teachers are working on specific reading and writing skills that further open access (to the learning) to all our students, plus we are implementing the Hochman writing strategy for all students. Our entire curriculum is built on Common Core and we use mastery-based grading.

3. 9th grade students who are identified ESL are given mentors (ESL or otherwise) to help transition them into high school. All students are also assigned an adult advisor to help with academic advisement for the year.

4. ESL teachers are allowed to take their additional professional development courses through UFT or in partnership with our network. Classes in curriculum development, ESL instruction as well as Special Education theory are taken by our ESL and other teachers as part of our professional development strand.

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. We have a new Parents Association with presently no ESL parents participating. However, both PA presidents speak Spanish, and all events and meetings have Spanish translators present.
 2. No.
 3. Through the needs assessments data survey sent to all parents at the beginning of the school year.
 4. Most parents involvement activities are tied around students achievement and performances. All parents have voiced their want for more performances and presentations by their students after school.

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.

N/A

Part VI: LAP Assurances

School Name: Mather Bldng Arts & Crftsmnshp

School DBN: 02M139

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Larry D Gabbard	Principal		
Christopher Mayer	Assistant Principal		
	Parent Coordinator		
Aziz Elabida	ESL Teacher		
Migdlaia Padilla	Parent		
Emily Williams	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Christina Martini	Guidance Counselor		
	Network Leader		
	Other		