



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 07X473

Principal: MELANIE S. WILLIAMS

Principal Email: MWILLIAMS81@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: NATHAN DUDLEY

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
Melanie S. Williams	*Principal or Designee	
Laura Bennett	*UFT Chapter Leader or Designee	
Sonia Rodriguez	*PA/PTA President or Designated Co-President	
Mariana Rodriguez	DC 37 Representative, if applicable	
Justianny Morillo Miguel Diaz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Tara Williams	CBO Representative, if applicable	
Maybelline Suarez	Member/ Parent	
Jenny Quirindongo	Member/ Teacher	
Grant Flatgard	Member/ Teacher	
Nancy Martin	Member/ Teacher	
Elissa Vinnik	Member/ Teacher	
Clevita Francis	Member/ Teacher	
	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	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	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)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 07X473

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	344	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	N/A	# Integrated Collaborative Teaching	40
Types and Number of Special Classes (2013-14)					
# Visual Arts	11	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.5%	% Attendance Rate		84.5%	
% Free Lunch	92.1%	% Reduced Lunch		4.8%	
% Limited English Proficient	9.9%	% Students with Disabilities		21.4%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.6%	% Black or African American		22.8%	
% Hispanic or Latino	75.5%	% Asian or Native Hawaiian/Pacific Islander		0.8%	
% White	N/A	% Multi-Racial		0.3%	
Personnel (2012-13)					
Years Principal Assigned to School	0.08	# of Assistant Principals		1	
# of Deans	1	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	3.1%	% Teaching Out of Certification		N/A	
% Teaching with Fewer Than 3 Years of Experience	43.8%	Average Teacher Absences		4	
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	69.4%	Mathematics Performance at levels 3 & 4		24.2%	
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		51.0%	
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	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		N/A
Economically Disadvantaged	Yes			
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	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		N/A
Economically Disadvantaged	No			
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	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		N/A
Economically Disadvantaged	No			

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.			
Annual Goal 4 = Increase participation, communication and awareness of in-house systems and structures to provide afterschool programming and professional development to support college readiness.			
-College Now -Kid Talk - AP Course –Advisory Parent Night –Keeping it Real –AIDP			
All of the aforementioned programs/sessions were successfully implemented.			
Describe the areas for improvement in your school's 12-13 SCEP.			
-Original annual goals were not SMART goals (i.e. timeline and measureable figures).			
-As a result, it is difficult to measure effectiveness of these goals.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
-Staff Retention/Turnover during the school year (i.e. principal and dean transition, support staff minimal, CBO staff transition)			
-The IA principal who developed the 12.13 SCEP was not employed the full school year. Additionally, he did not effectively communicate/consult with staff (and primarily SLT) regarding the selected goals. As a result, the school was not able to successfully implement the desired strategies/activities aligned to the goals.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Poorly. We look forward to our improvement this year!			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If all the goals were not accomplished, provide an explanation.			
Please see the above description detailing barriers and challenges.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	<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.			
-Stress of New Teacher Evaluation (Advance, Danielson, etc.) may make staff members hesitant to "take on" new things.			
-New Citywide Instructional Expectations (Common Core)			
-Programming Shifts (i.e. loss of advisory, Kid Talk, common planning, CPLP courses minimized)			
With many new expectations, staff may feel overwhelmed and unclear as to how to manage competing priorities.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
-By June 30 th , 2014, at least 85% of our "lowest 3 rd " student population (90 of 106 lowest third students which is comprised of 29/34 freshmen, 28/33 sophomores, 18/21 juniors and 15/18 seniors) will be aware of and participate in identified programs/resources grounded in their deficiencies (i.e. AIDP, Afterschool Academy, Saturday School, APEX credit recovery, CPLP courses, etc.)			
Describe how the school leader(s) will communicate with school staff and the community.			
-School leader will collaborate with the SLT to create the 13.14 SCEP.			

-Once created, the SCEP will be distributed to full staff and reviewed during Professional Development and PTA Meeting.

-Any suggestions, feedback, concerns, etc. from staff and/or parents will be considered in SCEP revisions.

Describe your theory of action at the core of your school's SCEP.

-Academic Intervention is at the core of our school's SCEP. By utilizing data, we strive to provide students in need with the necessary supports to meet academic expectations (i.e. graduation rates, credit accumulation, etc.) and become college ready.

Describe the strategy for executing your theory of action in your school's SCEP.

-Targeted Afterschool Academy

By analyzing student achievement data with Jupiter Grades and Foley Squares (i.e. students failing 1st and/or 2nd marking periods), teachers will identify students for a Targeted Afterschool Academy. This will be an intensive academic boot camp to provide additional instruction to struggling students, in hopes of helping them successfully pass the given course this semester.

If/when there is course overlap (ex. students needing assistance in more than 1 course), teachers will collaborate to decide specific days and/or offer Saturday Academy from 10am – noon.

Regarding wrap around supports for socio-emotional needs, administration, social worker, guidance counselor and/or psychologist will meet with students on an as-needed basis.

List the key elements and other unique characteristics of your school's SCEP.

Key Elements

- Academic Intervention
- College Readiness
- Data Driven Instruction

Unique Characteristics

- Small school population (344 students, 24 teachers) allows more opportunity to collaborate
- Weekly professional development (full staff and/or departmental meetings) provide a forum to relay information, share best practices, etc.
- Overall school environment and teacher-student relationships are generally positive
- Our CBO (East Side House) teaches College Readiness electives to 11th and 12th graders (using their own staff). Additionally, they also provide afterschool and/or lunch programs for students to assist with college readiness, leadership development, communication skills and relationship building.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

-Regarding our school's capacity, we have 3 administrators (1 principal, 1 full time assistant principal and 1 part time assistant principal). Each administrator serves as an "admin point person" for various subject areas.

The admin point person meets with teachers to review student achievement, Foley Squares, identify struggling students, etc. At this level, the admin point person also provides suggested best practices and/or meets with students, parents, etc. to enforce teacher expectations.

-Additionally, high student attendance may be indicative of high student performance in classes... Our Attendance Committee meets weekly to discuss chronic absenteeism and/or as-needed cases (i.e. runaways, home visits, calls home, etc.)

-PPT (Pupil Personnel Team) meets monthly to identify struggling students and refer students to applicable resources/programs.

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).					
The school leader should create an observation cycle aligned to a research-based framework to administer consistent feedback to teachers, including those new to the profession, so that instructional practices can be strengthened.					
Review Type:	DQR	Year:	2012-2013	Page Number:	4
		HEDI Rating:	Developing		

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
	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 the end of June 2014, we will raise the level of academic rigor and teacher effectiveness as evidenced by at least 85% of all teachers (20 of 24 teachers) rated Effective/Highly Effective in component 1e, <i>Designing Coherent Instruction</i> and 3c Engaging Students in Learning as measured by <i>The Danielson Framework for Teaching</i>

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
<ol style="list-style-type: none"> 1. Administration (1 principal, 1 full time assistant principal and 1 part-time assistant principal) will collaborate to create an observation cycle schedule to ensure that each administrator has the time to observe each teacher at least once (twice for Option 2 of Advance and/or non-tenured staff). 2. Administrators will track and monitor teacher development using Danielson’s Framework for Teaching and identify school-wide trends/patterns including “glows and grows”. 3. PD Committee develops and implements a coherent PD plan for teachers that integrate the selected components of Danielson. 4. Bi-Monthly departmental meetings 5. Peer Observations
B. Key personnel and other resources used to implement each strategy/activity
1. Personnel = administration; Resources = knowledge of Danielson/Advance, laptop, appropriate time management to document/rate the observation and follow up with teachers on an as-needed basis.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Administration will meet weekly to discuss progress with the observation cycle and modify schedules as needed.
D. Timeline for implementation and completion including start and end dates
1. The observation/feedback cycle begins September 2013 and ends in June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. If/when an administrator is observing a staff member, that administrator is “off limits” to daily operational incidents that may arise. Staff members are told to prioritize a different administrator during this day/period so that the evaluator has time to focus on the evaluation, write up results and meet with the teacher if/when needed.

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	X	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.										
	PF AIS		PF CTE		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	X	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).

Evaluate student achievement data vertically and horizontally so that teachers know which patterns exist across the school community.

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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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
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.

By the end of June 2014, teachers at MHVP will examine/refine/ reflect upon their curriculum to ensure it aligns with the Common Core Learning Standards as evidenced by 85% of teachers(20 of 24) implementing 85% CC-aligned units of study and 85% of students score a level 3 or better as measured by units' correlating rubrics.

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

- Teachers will infuse Study Island (research-based, Common Core and NYS Regents aligned software) into their existing lessons to ensure that lesson/unit plans meet current expectations as it relates to instructional delivery, planning, learning outcomes, etc.

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

- Personnel = Administration and the 8 teachers that were trained over the summer regarding Study Island implementation; Resources = laptops, internet connectivity, student and teacher accounts, usernames, passwords, etc.

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

- Approximately every 3 weeks, administration reviews passing/failing rates of students in each applicable class (i.e. Progress Report or Report Card). Teachers create Foley Squares answering 4 critical questions about student achievement (1. The student is currently failing because..., 2. Tasks, assignments, etc. where the student is struggling..., 3. Who have you successfully contacted about the student's academic difficulties? And 4. What is the plan for success (how will the conditions of learning change)?). Additionally, the admin point person within each subject will meet with the teacher, review student achievement, discuss progress on Study Island and other assignments, suggest new strategies, etc.

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

- September 2013 – June 2014

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

- Same as B1.

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	X	Title IIA	X	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	X	PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		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).

Leverage organizational resources so that internal structures are strengthened to enable the school to best meet its instructional goals and improve student learning needs.

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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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.

	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.

By June 30, 2014, at least 90% of teachers (22 of 24 teachers) will use student data to differentiate instructional strategies and purposeful next steps for all students (especially subgroup populations) as evidenced by a 15% increase in student progress as measured by the 2013-2014 NYC Progress Report.

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

- Teachers will use data to differentiate instructional strategies and purposeful next steps, especially for at-risk populations.
- Teachers will implement objective Common Core and/or Regents aligned assessments (i.e. Study Island) in order to address concept fluency, application and conceptual understanding.
- Teachers and administration will conduct item analysis of New York State Regents outcomes to provide a focus for instructional gaps.
- After School Enrichment, Saturday Academy and/or Apex will be provided in all content areas.

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

- Personnel = teachers, administration; Resources = laptops, internet connectivity, student and teacher accounts, usernames, passwords, etc.

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

- Approximately every 3 weeks, administration reviews passing/failing rates of students in each applicable class (i.e. Progress Report or Report Card). Teachers create Foley Squares answering 4 critical questions about student achievement (1. The student is currently failing because..., 2. Tasks, assignments, etc. where the student is struggling..., 3. Who have you successfully contacted about the student’s academic difficulties? And 4. What is the plan for success (how will the conditions of learning change)?). Additionally, the admin point person within each subject will meet with the teacher, review student achievement, discuss progress on Study Island and other assignments, suggest new strategies, etc.

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

- September 2013 – June 2014

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

- Same as C1.

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	X	Title IIA	X	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		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				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).

Leverage organizational resources so that internal structures are strengthened to enable the school to best meet its instructional goals and improve student learning needs.

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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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		5.3 Vision for social and emotional developmental health
	5.4 Safety		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.

By June 30th, 2014, at least 85% of our “lowest third” population (90 of 106 lowest third students) will be aware of and participate in identified programs/resources grounded in their deficiencies (i.e. AIDP, Afterschool Academy, Saturday School, CPLP courses, Academic Boot Camp, etc. as evidenced by school Scholarship Reports and daily attendance reports in ATS.

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. AIDP, Afterschool Academy, Saturday School, CPLP programs/courses, Academic Boot Camp, Apex Credit Recovery, etc.

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

1. Personnel = administration, teachers, support staff, East Side House Settlement (CBO)

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

1. By identifying our lowest third, we will monitor their academic and/or social emotional deficiencies and identify applicable programs/resources to meet their needs. Once done, we will introduce/propose programs to these students, monitor participation and/or follow up with students/parents, etc. if/when needed.

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. Same as C1

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	X	Title IIA	X	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 used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		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).

Leverage organizational resources so that internal structures are strengthened to enable the school to best meet its instructional goals and improve student learning needs.

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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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.

	6.2 Welcoming environment		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.
 During Sept 2013- June 30th, 2014, we will strengthen communication and partnership between administration and parents as evidenced by 85% of parents responding "agree" or "strongly agree" in the Parent Engagement section of the NYC School Survey (Learning Environment, page 6). Administration, parent coordinator, East Side House and/or Montefiore Clinic directors will collaborate to provide and promote at least eight (8) parent workshops in the following areas: academics, college/financial resources, social/emotional and medical supports .

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**
 1. Monthly PTA meetings
 2. Monthly SLT meetings
 3. College Awareness/CPLP
 4. Cultural Feast
 5. FAFSA sessions/CPLP
 6. MHVP Newsletter
 7. Spirit Week
 8. Open House for Current Families
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Personnel = support staff, CPLP, administration, teachers, parent coordinator
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. In order to provide and promote at least (8) parent workshops, the parent coordinator, PTA president and administration will meet to ensure that at least 4 have been completed by January 2014.
- 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. Same as C1

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	X	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	Extended Learning Day Study Island Regents Preparation – Specifically for students who have taken and failed the English Regents previously	Small Group Instruction, 1-to-1, Tutoring	37.5 minute tutorials on Mondays, Wednesdays and Thursdays (2:50pm – 3:28pm) -Study Island – up to 4 times per week at 1 hour each (3:30 – 4:30pm)
Mathematics	Extended Learning Day Study Island Regents Preparation – Specifically for students who have taken and failed the Algebra Regents previously	Small Group Instruction, 1-to-1, Tutoring	37.5 minute tutorials on Mondays, Wednesdays and Thursdays (2:50pm – 3:28pm) -Study Island – up to 4 times per week at 1 hour each (3:30 – 4:30pm)
Science	Extended Learning Day	Small Group Instruction, 1-to-1, Tutoring	37.5 minute tutorials on Mondays, Wednesdays and Thursdays (2:50pm – 3:28pm)
Social Studies	Extended Learning Day	Small Group Instruction, 1-to-1, Tutoring	37.5 minute tutorials on Mondays, Wednesdays and Thursdays (2:50pm – 3:28pm)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Guidance Counselor = meets with students that are “at risk” behaviorally, socially and academically (referred by admin and/or staff). In collaboration with admin, they review students’ transcripts, map credit recovery opportunities for students, etc. -School Psychologist = After reviewing student’s profile during PPT meetings, students are referred for assessment and/or evaluations to determine services. Students may also be referred to Montefiore Clinic for mental health services. -Social Worker = Students are referred to the Social Worker by admin, teachers, support staff and/or Special Education mandated services. Counselor provides services at least weekly to targeted students as per mandated service requirements. Counseling may be delivered individually or in a small group. -Health Related Services = Social Worker, Counselor and School Aide are trained designated health resource coordinators that give health related information to students regarding HIV, AIDs, STDs and/or safe sex through our Condom Availability Program.	One-to-one – 30 minutes/week One-to-one – 35 minutes/week Group of 5 – 50 minutes/week Group of 3 – 40 minutes/week Group of 8 – 40 minutes/week	During the School Day

**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.
Strategies for Recruitment: <ul style="list-style-type: none"> - Hiring Committee (comprised of administration and at least one teacher) - Required Demo Lesson for interview finalists; completed with real current students who all provide informal feedback to administration regarding the lesson - Relationship Building/Networking with programs like Teach for America, The Teaching Fellows, LEAP, NYCLA and/or City College, etc.
Strategies for Retention and Support: <ul style="list-style-type: none"> - Assigned mentors - Peer Observations - Assistant Principal and Principal Support - New Teacher Training with Lead Teacher - Network Support

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).
Encouraged off-site Professional Development. Administration and Lead Teacher consistently send out PD invitations to staff as they come available. Staff are encouraged to attend and when funding allows, administration covers registration, travel, lodging, etc.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in Temporary Housing receive at least \$100 per child from the school for uniforms, books, supplies, etc.

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.
In professional development and departmental meetings, teachers examine student work and share best practices regarding the use of assessment results to improve instruction. For example, Mock Regents administration provides data regarding students' strengths/weaknesses on which teachers can focus instruction as students prepare for state examinations.

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).
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**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

Mott Haven Village Preparatory High 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 7	Borough Bronx	School Number 473
School Name Mott Haven Village Preparatory High Scho		

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 Melanie Williams	Assistant Principal Tameika Pearl
Coach type here	Coach type here
ESL Teacher Nancy Martin	Guidance Counselor Cynthia Leon
Teacher/Subject Area Jenny Quirindongo/Global	Parent Maybeline Suarez
Teacher/Subject Area	Parent Coordinator Anita Burgos
Related Service Provider Francine Rojas/Social Worker	Other James Reynolds/AP
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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	344	Total number of ELLs	31	ELLs as share of total student population (%)	8.43%
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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
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										2	1	1	1	5
Push-In											1		1	2
Total	0	0	0	0	0	0	0	0	0	2	2	1	2	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	15
SIFE	4	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	20

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	2	1		9	3		20			31
Total	2	1	0	9	3	0	20	0	0	31

Number of ELLs who have an alternate placement paraprofessional: 3

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										12	10	4	5	31
SELECT ONE														0
SELECT ONE														0
TOTAL	0	12	10	4	5	31								

*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										12	10	4	5	31
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	12	10	4	5	31

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)										2	0	0	1	3

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)										3	1	1	1	6
Advanced (A)										7	9	3	3	22
Total	0	0	0	0	0	0	0	0	0	12	10	4	5	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0												
	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	2		0	
Integrated Algebra	12		3	
Geometry	4		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	5		1	
Physics				
Global History and Geography	3		2	
US History and Foreign Language	2		1	
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.
In the past we have used the DAR to assess Native language literacy skills. This has been helpful in determining how much language the student had transferred into English, and also to determine if language gaps exist. Most of our ESL students are resistant to reading and writing in their Native language because they feel more comfortable with academic English than academic Spanish.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data reveals that most ELLs are in the 9th and 10th grade, these grades also have the highest level of beginner and intermediate students thus revealing that many of our students are acquiring proficient English skills by 10th, 11th and 12th grade.
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](#))
Cannot complete this question because the RNMR report for this year is not available on ARIS
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?
 - a. the patterns show us that ELLs improve in their English proficiency each year. All ELLs take tests in English as they are all more proficient in academic English than academic Spanish.
 - b. The ESL teacher uses the data from the ELL periodic assessments to guide instruction. For example, if many students are scoring low on reading, she will focus instruction on reading skills.
 - c. The Periodic Assessments inform us of the progress our students are making throughout the year, they are only administered in English.
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
Spanish is used in all ESL classes to support instruction, particularly with vocabulary support. Directions are often read to students in Spanish and given verbally in ESL class. For one beginner student who has only been in the country for 4 years, notes are printed in Spanish. Oral directions are given in Spanish and readings are provided in Spanish when appropriate.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
????

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. The steps followed for the initial identification of those students that may be ELLs are the following: 1. Nancy Martin, ESL teacher, who is trained in the intake process along with the help of the parent coordinator meets with the family and administers the Home Language Identification Survey. This includes an informal interview in English, or Spanish if it is determined that the family needs the interview in their native language. 2. If the child is identified as needing the Lab-R, then the exam is administered and hand-scored by the by the ESL teacher, Nancy Martin. The scores are kept on file at the school, as well as being sent in to the Bronx assessment coordinator. Spanish-speaking students who are entitled as per the LAB-R, are administered the Spanish LAB also by the ESL teacher. Students who are entitled to receive ESL services based on the LAB-R and Spanish LAB results receive a letter and phone call home to parents, inviting them to attend a Parent Orientation meeting at the school. At the meeting, parents are shown the ELL parent orientation video in their home language. Next they are given an entitlement letter, a survey, program selection form and a placement letter. ELLs who receive continuing service also receive letters home explaining their continuation in the school's ESL program. Parents are asked to read, sign, and return a copy of all of these letters to the school to be kept in the student's Cumulative Record file. The ESL teacher also administers the NYSESLAT annually to students that have been identified as eligible for testing through the Revised LAB/NYSESLAT Eligibility Roster (RLER), the LAB-R, NYSESLAT Exam History Report (RLAT), and exam histories.

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.

2.If new ELLs are identified, the school holds a parent orientation meeting within the first ten days of school. The purpose of the orientation is to explain to parents of newly identified ELLs the various programs available, including Transitional Bilingual, Dual Language, and Freestanding ESL. The ESL teacher, Nancy Martin, conducts outreach through letters and phone calls to invite parents to the orientation. The Home Language Surveys are reviewed and letters are sent out in English as well as in the child's preferred home language. The principal, Melanie Williams, assistant principal, Tameika Pearl, parent coordinator, Anita Burgos, and Nancy Martin, (ESOL certification) are present at the parent orientation, which includes an agenda, attendance sign-in sheet, and orientation materials in parents' home languages. Parents are shown the orientation video, which describes the ESL program options in both English and the home language. Parents are also able to ask questions in their home language, and are handed an informational packet in both English and in the home language to ensure that parents understand their options. If parents request that their child be transferred to a school with a TBE/DL program, the ESL teacher consults with the Guidance Counselor, Cynthia Leon, to provide the parent with information regarding the transfer process. Parents are directed to 1 Fordham Plaza. (We currently do not have any students who requested a program we do not offer. *need to access ATS report of program request) If 20 students were to request a transitional bilingual program, we would list the program information in the High School Directory and make sure that the information was related to parents during student orientation and school open houses when applicable.

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](#)].)

Entitlement and Parent Survey and Program Selection forms are presented in both English and the home language and signed during the parental orientation by the Parent Coordinator, Anita Burgos, and the Principal. All forms are collected there. Parents who speak only Spanish are assisted by the Parent Coordinator in completing the forms. If a parent was unable to attend the meeting, the parent coordinator, Anita Burgos, does outreach to get parents to come to the school. Over-the-counter registration students must register at our school in person, with a parent. Upon their arrival, they are given the survey by the ESL teacher. She in turn, collects all of the surveys and they are kept in the student Cumulative Record files. All parents receive the information presented at the informational session and parents are asked to complete the forms. If the school does not have the service that the parents requested, parents are given information about other schools where the requested services are offered. This information is in the form of a letter, and includes transportation options for the schools where the requested program is offered. Parents are given the option of having their child remain in our school. If the parents opt for their child to remain in our school, they must sign an agreement letter, of which a copy will be attached to their survey demonstrating that they have accepted a program other than their first choice as per the survey. MHVP keeps a record of the number of parents who requested a bilingual program, which we currently do not offer. Should our school reach the number of 20 ELLS with the same home language in two subsequent grades, a bilingual class would be formed and parents contacted to inform them that we offer bilingual services.

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.
4. The ESL teacher, principal, and assistant principal meet to analyze current student data in order to identify placement for ELL students. The Mott Haven Village Preparatory High School's (MHVP) ESL program is a freestanding ESL program. All placements are based on available data reports such as the NYSESLAT and LAB-R scores and the RLAT in ATS. Students are placed into freestanding ESL programs based on their proficiency level and also by the skills they most need to improve (reading, writing, speaking or listening.) Placement letters are sent home and kept in the student's cumulative file. The ELPC screen is updated in ATS within 20 days. The required hours for each level are met through either freestanding ESL classes, English for ELLs or push-in. Parents of new ELLs are advised of placement through the informational session and outreach from the ESL teacher in both English and Spanish via phone call and personal meeting. Entitlement letters and placement letters are sent home to new ELLs, and continued entitlement letters are sent home for returning ELLs. A copy of each letter is kept in the student's file at the school. In addition, students with special needs that are entitled to bilingual services are assigned a bilingual paraprofessional as needed. If a student is thought to benefit from a bilingual program, the student is discussed at the School's PPT committee meeting. The PPT committee includes the Vice-Principals, Tameika Pearl and James Reynolds, the school Guidance Counselor, Cynthia Leon, the Speech Therapist, Camille Rodriguez, the school Social Worker, Francine Rojas, and the school Psychologist Dinorah Avalos-Sanchez.
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 RLAT report in ATS is used as a roster to double check who is eligible to take the NYSESLAT and also to ensure that all ELLs are administered the NYSESLAT. A letter is sent home to each ESL student informing parents of the dates scheduled for the upcoming NYSESLAT exams to ensure that students will not be absent. The speaking test is administered by the speech teacher and a designated special education teacher to each ELL individually and in a separate location. 3 testing days are set aside for the listening, speaking, and writing tests. Students with IEPs are given testing modifications based on their IEPs. We also plan test make up days.
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. 
6. After reviewing the data from the Parent Survey and Program Selection forms, 100% of the parents have chosen a freestanding ESL instructional model. The trend identified is that most parents choose a freestanding ESL program for their child. As cases where a parent chooses a Bilingual Program are rare, they are handled on an individual basis by the ESL teacher, Guidance Counselor and the ESL teacher. 4 students last year were identified as requesting a bilingual program. They were beginner ELLs with less than three years of formal education in the United States. In anticipation of the possibility of this number increasing, the Assistant Principal, Guidance Counselor and Bilingual Speech teacher have maintained contacts at area schools that offer these programs, and in some cases have assisted parents to transition students to International Schools. The ESL teacher will work with content area teachers to work out an appropriate balance of English Language Instruction and content support. Trends are analyzed each year, if more than 20 parents request a bilingual program the school will request that such a program be implemented in the school.

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. Our ESL instruction mostly consists of self-contained freestanding ESL. We also offer push-in ESL for a Living Environment course.
 - b. One freestanding class consists of 9th grade students and is an English 1/ESL class. Other freestanding ESL classes consist of heterogenous, ungraded groups.
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 students in the school receive 265 minutes of ELA instruction regardless of ELL status, therefore the advanced students all meet the 180 minute requirement. The ESL teacher teaches a section of freestanding ELA to a group of 9th grade ELLs of mixed proficiency. Intermediate and beginner ELLs in that group receive additional ESL instruction in small group classes entitled "Developmental Reading and Writing" to meet the required hours. All other advanced ELLs receive 3 53 minute periods of ESL instruction per week, intermediates receive 6 periods per week and beginners receive 9 periods per week. Some students receive 159 minutes of instruction via push-in by the ESL teacher in Living Environment class.

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.

Our freestanding ESL model focuses on literacy. The course is called Developmental Reading and Writing and it aims to provide the ELLs with the reading and writing skills they need to be successful across content areas. We emphasise that the skills we learn in ESL (such as using context clues to decipher meaning) should be applied to the reading that they do in other subjects. Background knowledge is also embedded into the units. For example, for a unit focusing on persuasion, students read the Gettysburg Address and Martin Luther King Jr.'s "I Have A Dream" speech, thereby acquiring important content-related knowledge for U.S. History, which has tradiitonally been a difficult subject for ELLs. We use reading software called ESL Reading Smart as well. This software focuses on crucial reading skills such as cause and effect and author's purpose. Writing skills are also enhanced. Students read articles, poems, and stories about a variety of subjects and background knowledge in various content classes such as science, history, and english is enhanced. Students are reminded to use the skills they learn in their other classes. For example, students learn how to structure sentences that convey a cause and effect relationship. They are reminded to use this structure when writing lab reports and essays for history class. Support in each content is given through Study Island software, which is CCSS-aligned in all content areas.

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

We do not formally evaluate the ELLs in their native languages throughout the year. The Spanish-speaking ESL teacher however, is able to assess the students' native language proficiency in terms of speaking, reading and writing ability because the native language is used to supplement the ESL classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The freestanding ESL course we teach focuses on all four modalities and students are constantly assessed in reading, writing, speaking and listening throughout the year. One way that speaking and listening is assessed for example, is through class presentations given by the students. Students' speaking skills are evaluated as they present and listening skills are evaluated by the rst of the class who must listen for information and capture what they hear in various writing activities.
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. SIFE students who are ELLs are provided literacy instruction on their reading level that focuses on vocabulary and comprehension skills such as cause and effect, identifying main idea and supporting details. Additional writing assignments are given and

closely tracked through our CCSS-aligned ESL Reading Smart software. If a new student registers in our school and identified as a SIFE student, that student is administered the Reading Smart diagnostic and a reading and writing syllabus is chosen for that student based on their literacy needs.

b. If newcomers request a bilingual program, we help them seek out a bilingual placement with the help of the Guidance counselor, Cynthia Leon. Otherwise, these ELLs are given native language support in their English class, which is taught by the ESL teacher. Every handout is given to the ELLs in Spanish, and the teacher incorporates the native language verbally into the lessons. Students are invited to attend after school homework support with the ESL teacher.

c. ELLs receiving service for 4 to 6 years are placed into ESL classes based on their proficiency levels. The emphasis is on literacy in English with some native language scaffolding (mostly with vocabulary) as needed based on the students' native language proficiency. Some of these students also receive push-in ESL for Living Environments and are offered after school homework support tutoring.

d. The plan for long-term ELLs is the same as above.

e. Former ELLs receive extended time on tests as do all of our ELLs. Differentiation strategies for ELLs such as the inclusion of visuals and graphic organizers are implemented by all content teachers in their classes to support former ELLs. Content teachers confer with the ESL teacher to develop unique instructional plans and strategies for struggling former ELLs.

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?

9th grade ELL-SWD are placed into an English 1 course taught by the ESL teacher and a Special Education teacher based on the information in their IEPs. This is an ICT class. Differentiation for all students based on language and cognitive abilities are made. The small class size, 14 students, also allows for more individual help and scaffolding. There is an emphasis on vocabulary and literacy in this course. All ELLs whose IEP mandates ESL are programmed for freestanding ESL programs, the hours are based on their NYSESLAT results. SWDs whose IEPs mandate bilingual instruction have been assigned an alternate placement paraprofessional.

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?

*****Instead of using cohort classes, students are scheduled to take the classes for which they need credits, this is a way to ensure that all ELL-SWD are taking the classes they need. These students are also provided differentiated activities and as their IEPs indicate, have 2 teachers in all content areas. Instructional differentiation includes the use of Brain Pop with closed captioning in all subjects as well as support from the Study Island program which is explained below.

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:			
Social Studies:			
Math:			
Science:			

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

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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
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.

The school uses a program called Study Island in all subjects to enhance instruction and assess student skill level. The program is common core and NYS Regents aligned and includes both lesson plans and practice questions. All students use the program in all of their classes. The benefit for ELLs is that they can opt to have questions read aloud by the program, which increases their learning potential. If students are struggling with homework or other assignments they are invited to attend after school with the ESL teacher. Support in Spanish is provided for those ELLs who have been here between 1 and 3 years, and also for those more advanced ELLs who require Spanish support. The ESL teacher uses Brain Pop en Espanol to reinforce lessons in all content areas, for example during this after school program. ELLs are also invited and encouraged to seek out support from their content teachers on Mondays, Wednesdays and Thursdays during our extended day period.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program provides small group instruction to all ELLs. This small group setting promotes confidence and comfort in terms of asking questions about confusing material, or reading aloud in a group. In addition, the ESL teacher is able to provide more individual attention to each student. Literacy progress is tracked through Study Island assessments in specific, common core aligned skills such as using context clues. 11 ELLs passed the NYSESLAT exam last year, which indicates that our program is effective regarding language development.

11. What new programs or improvements will be considered for the upcoming school year?

Small group Regents preparation courses that target ELLs would be a useful program to initiate in the coming year, as several of our ELLs still struggle in passing the Regents exam. We have recently begun to use ESL Reading Smart software and the continuation of this program will be considered as well.

12. What programs/services for ELLs will be discontinued and why?

No existing programs or services for ELLs would be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access in all afterschool programs as all students are invited to participate by teachers and the school CBO, East Side House, which runs many programs. Also, ELLs are invited to an after school homework help and content support session provided by the ESL teacher. A letter about this program is sent home to parents. ELLs who struggle are targeted and the ESL teacher reaches out to parents to ensure that they will attend this program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Brain Pop and Brain Pop en Espanol, ESL Reading Smart and Study Island.

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

Native language support is provided in ESL by equipping Spanish-dominant students with translated worksheets and verbal prompts in the native language. The native language is always incorporated into vocabulary activities to help clarify meaning for those ELLs who know the words in Spanish. Students are also invited to express themselves in Spanish when necessary.

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

Study Island provides grade level instruction for all content in all grades. Therefore 11th grade ELLs, for example, are taught and assessed on the common core aligned content in all subjects.

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.

The ESL teacher meets with all new ELLs for a welcome conference and to administer the LAP and the Home Language Survey.

18. What language electives are offered to ELLs?

We currently do not offer any language electives to ELLs.

19. For schools with dual language programs:

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

(simultaneous)?

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 ESL teacher is a member of the English department. The department meets twice a month and collaboratively discusses Common Core and Advance aligned instructional strategies. The ESL teacher participates and discusses methods and best practices that should be used with ELLs . The team discusses how all strategies are working in their classrooms, focusing on ELL students at times.

Also, the ESL teacher participated in a nuts and bolts of ESL workshop and the information was shared with the school administration. In addition, the ESL teacher will attend workshops and PDs offered by the Office of Ells as she sees fit based on the needs of the studens.

2. The ESL teacher is attending a year-long PD on common core curriculum writing. This way, she will learn about instructional strategies for English class and can adapt them for the ELL population. She will then share this informaiton with her department.

3. Best practices for ELLs are shared within department meetings.

4. The ESL teacher forwards or attends ESL PDs pertaining to content teams, for example, she attended the Common Core Math for ELLs PD last year and shared the information with the math department. She led various lessons using the strategies when she pushed in to math classes with ELL students. Staff can opt to attend the ELL PDs themselves. Records of PD attendance are kept in the ESL teacher's file.

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. Parents of ELLs are invited to attend all PTA meetings, which are conducted in both English and Spanish by our bilingual Parent Coordinator, Anita Burgos. Parents are also invited to be a part of the SLT. One specific event that fosters parental involvement for the ELLs is the school's cultural feast, which is an annual celebration we hold on the Tuesday before Thanksgiving break. All students, alumni, parents, families and teachers celebrate the holiday by sharing food, music and activities. All letters and invitations are sent out in both English and Spanish. Phone calls home are done by our bilingual Parent Coordinator.

2. Our CBO, East Side House, assists all parents, including the parents of ELLs, by providing workshops on public assistance, housing, employment and training programs, and health insurance. The CBO also offers assistance at the parent's request and after speaking with the bilingual parent coordinator. For example, if there is monetary need the CBO can provide funds or furniture.

3. Parent needs are assessed through the CBO and also by our bilingual parent coordinator who builds relationships and evaluates parent needs on an individual basis.

4. Parent needs are met on an individual basis by the parent coordinator who works closely with East Side House, particularly when a parent has a hardship. The parent coordinator has a book of area resources that includes such things as where to attend free English classes, immigration services and how to get free job training. Other involvement activities are decided by parents when they first attend PTA meetings. PTA meeting agendas are set by the executive board (parents: Sonia Rodriguez, Maybelline Suarez and Delsa Castillo) based on the previous meeting. For example, parents wanted to know more about the new Common Core standards, so the parent coordinator has made arrangements for some teachers to speak at the next PTA meeting to explain the CCSS and what they look like in various subjects.

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 07x473 School Name: Mott Haven Village Preparatory High

Cluster: 04 Network: CFN403

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.

Data from each students' home language survey is accessed via the RPOB report on ATS within the first 30 days of school. The data is read by the parent coordinator, the ESL teacher and administration. The data is cross checked with the blue cards to ensure that the blue cards reflect the accurate home language for each student.

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.

161 of our parents listed Spanish as their home language. 8 parents listed other languages (French, Bengali, Africaans, Niger-Congo, and Twi) as their home language. The school community is made aware of the language needs of the parents and teachers are encouraged to have all written documents sent home for parents translated into Spanish. Other arrangements are made as needed for those parents who speak a language other than Spanish or English on a needs basis, as these families have communicated to us that they have an English speaking adult in the household who is able to translate these documents.

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.

The school provides all written material in both Spanish and English. Letters and other written communication sent home to parents is translated in-house by teacher and other staff members. Translation is provided upon request (by an outside vendor) for those parents who named another language as their home language. Because we are a small school and have met with all parents, we are aware of homes that require translation and those that have an English speaking adult available to translate documents to the parents who do not speak English or Spanish.

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

Oral interpretation services in Spanish are provided in-house by teachers, administrators and school staff. Robo calls from the school are recorded in both English and Spanish. Our families that have listed a language other than Spanish or English as their home language are provided with translation services by an outside contractor as 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>.

All parental notifications are distributed in both English and Spanish. Spanish translation services are provided in-house for all parent meetings. Translation services for parents who speak a language other than English. Translation and interpretation services will be provided for those parents who speak a language other than English and require such services will be provided by an outside translator and critical communicaitons will be sent to central for translation.

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: Mott Haven Village Preparatory	DBN: 7X 473
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 type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: field trips
Total # of ELLs to be served: <u>32</u>
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: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers:

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: ESL After-School Literacy Support Group.

Rationale: The objective of this bi-weekly after school program is to provide literacy and content class support, including vocabulary acquisition and reading and writing instruction for our LEP students through the use of BrainPop, Achieve 3000, and My Access!. For example, if students are learning about the immune system and antibodies in their Living Environment class, then they will read a news article about the flu vaccine through the Achieve 3000 program. This method allows students to both make connections to their content area classes, and improve overall literacy. The Achieve 3000 program focuses on students forming an opinion about a topic addressed in a non-fiction news article, thus addressing important elements of the Common Core Standards. Furthermore, students have the opportunity to gain fundamental background knowledge necessary to thrive in their content classes through the use of BrainPop, which has videos and activities to support learning in both English and Spanish, and other content-related videos and texts. The My Access! writing program is aligned with the New York State Common Core Standards and will be used to strengthen the students' writing skills as well as prepare them for their English and History regents exams. During this time, students will receive small group instruction. Students will be required to use new content-related vocabulary and will regularly engage in group work activities to strengthen and practice vocabulary acquisition. These activities will also serve as a way for students to demonstrate understanding and analysis of social studies, science, math and ELA content .

Subgroups to be serviced:

9th grade: 17 students

10th grade: 7 students

11th grade: 3 students

12th grade: 6 students

Schedule: September through June

Mondays and Wednesdays from 2:50 pm until 4:30 pm

2 hours per week for 34 weeks

Occasional celebratory food and beverages for students (always a great incentive to maintain good attendance)

Language of instruction will be mainly English, with Spanish support as needed

1 teacher, certified in ESOL, Spanish-speaking.

Materials:

Marble Composition Book for Vocabulary

Folders for Worksheets/Reading Graphic Organizers (Achieve 3000)

Markers/Chart Paper for collaborative projects

Brain Pop subscription for ESL teacher

Part B: Direct Instruction Supplemental Program Information

My Access Subscription for students
My Access Professional Development

NYSESLAT April Academy

Rationale: To strengthen students reading and writing skills in preparation for the NYSESLET exam based on the NYSESLAT data from previous years.

Description: Activities will be focusing on Test prep, listening passage practice, reading & writing passage practice, writing modeling, forming an argument in writing, proving an argument in writing, reading strategies, vocab work. Each session will focus on a specific strategy.

Language of Instruction: English

Service Provider: ELL Teacher

Frequency of Program: 4 days in April

Materials: NYSESLAT preparation books

Duration of Program: 4 Thursdays in April

ESL teacher: 2 hrs x 4 days x \$50.19

Number of Students: 32

Grade levels: 9th (17 students), 10th (7 students), 11th (3 students), 12th (6 students)

English Regents Prep After-School Academy

Targeted English Regents Preparation activities will be conducted after school twice a week. The instruction will focus on the writing portion of the exam, specifically paragraph structure, literary element analysis, and various reading comprehension strategies such as identifying cause and effect and using context clues to decipher vocabulary. Practice for the listening portion of the exam will also be conducted. Recent former ELLs who will be taking the English regents for the first, second or third time (in some cases more) will also be invited to attend.

Materials: Teacher-provided worksheets

Grade levels: 11th grade (7 students), 12th grade: 10 students

Duration of Program: 6 days in January

Wednesdays and Thursdays in January from 3:00pm to 4:30 pm

ESL TRIPS:

Our objective is to build background knowledge for our ELL students to support learning across content areas such as Global and U.S. History. All of the ELLs in the school will be invited to attend each trip, as will recent former ELLs if space allows. These trips, in conjunction with the Achieve 3000 program, will not only provide ELLs with opportunities to build background knowledge, they will also build upon their classroom knowledge and make strong, meaningful connections to the outside world through experiential learning.

1. Philadelphia, PA Day Trip

Rationale: Our main objective is to provide U.S. History background knowledge for our ESL students. All students take the U.S. History Regents exam during their Junior Year. Our 11th-grade ELA curriculum is

Part B: Direct Instruction Supplemental Program Information

closely aligned with that of U.S. History, and this visit to Philadelphia will help prepare students for certain required texts, such as Johnny Tremain. Students will visit Independence Hall, Germantown and Fort Mifflin. This experience will allow our ELLs, particularly those who are visual and kinesthetic learners, the opportunity to gain a clear sense of life in colonial and early America. It will also provide a platform upon which students can continue to expand their knowledge in the classroom and prepare for the U.S. History Regents exam. Students will participate in two guided tours at Independence Hall. The first tour is The Liberty Bell: A Symbol for We The People. Students will learn how the broken bell became an icon of ourselves, our country, and the world. Students use interactive projects to learn how this historic transformation took place. The second is entitled Quest for Freedom: Slavery and the Underground Railroad in Philadelphia. Park Rangers will provide an outdoor walking tour that focuses on Philadelphia's significant contributions to anti-slavery efforts in the 18th and 19th centuries.

Subgroups to be serviced: 32 total ELLs (see above for grade breakdown)

2.The New York Historical Society \$10 per student

Exhibits/Tour:

Nueva York: 1613–1945

Through investigation of artifacts and artwork from the exhibition Nueva York, students will discover the vital role that the Spanish-speaking world and its people have played across four centuries of the City's history, contributing to the City's prosperity and making New York the most culturally vibrant city in the world. The program will focus on three themes: Trade Ties, Cultural Interactions and War, Revolution and New York. Each teacher will receive a curriculum CD to accompany the program.

The American Revolution in New York

Using touch objects and images, students will explore and understand the causes, effects and significance of the American Revolution. They will learn what daily life was like then, and how the new nation began and flourished in New York City.

The Underground Railroad

Students will understand the history of the Underground Railroad and how it affected people's lives in New York State. They will also learn the importance of New York in the development and progression of the Underground Railroad and its role in the abolition movement by analyzing

11th and 12th grade ELLs, total = 9 students

Industrialization

Build background knowledge for U.S. History, Global and English curses and respective Regents Exams. Empower students culturally.

9th and 10th grade ELLs, total = 23 students

Part B: Direct Instruction Supplemental Program Information

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:

1. Enacting CCLS Practices to Support Achievement for ELLs in Math

Rationale: Many of our ELLs and former ELLs struggle in Algebra. The passing rate on the Integrated Algebra Regents Exam is extremely low for this group of students. Therefore the ESL teacher will attend this PD that focuses on how to teach mathematical concepts covered in the Common Core Standards to ELLs . The ESI teacher will present the material to the math department.

Teacher to receive training: The ESL teacher is also providing push-in services to ELLs each week, and will implement these new learning practices in the after-school support group as needed.

Title III Teachers schedule of professional development:

Schedule and duration: The first session will be on Wednesday, November 28, from 9:00 a.m. to 3:00 p.m. Subsequent sessions will be offered on the following days: December 12, February 5 and March 8.

Topics to be covered (from PD description): The new Common Core Learning Standards present a challenge as well as an opportunity to our English Language Learners. Meeting this challenge calls for a radical change in how instruction is organized to give ELLs the opportunity to develop a sufficient understanding of the underlying mathematical concepts. This four-day series will prepare you to better serve your ELL students while deepening your core knowledge of teaching mathematics. You will have the opportunity to work with Dr. Ann Shannon, who will show how the five strategies of Assessment for Learning will help ELLs to become engaged in a productive struggle with the intrinsic complexities of mathematics. Participants will also have the opportunity to work with Phil Daro, co-author of the CCLS.

Provider: Office of English Language Learners, DOE

2. My Access! Professional Development

Rationale: Last year, our ELLs had success in reading with the Achieve 3000 reading program and enjoyed being able to keep track of their learning and progress. This year, we would like to add the My Access! writing program to strengthen their writing as well. Our ELLs struggle to achieve the scores they are capable of because it is difficult for them to organize and express their ideas clearly in English. (from the program) MY Access!® is a comprehensive suite that brings superior artificial intelligence and linguistic technologies to the writing process. Students write to assignment prompts (from their extensive bank, or custom created by your educators) while receiving guided feedback along the way to improve the mechanics of writing. After submission, students view a comprehensive breakdown of their

Part C: Professional Development

writing, allowing them to immediately begin the process of revision. Feedback is presented in over six languages, making the application perfect for ELL and ESL deployments. Teachers and administrators are provided an immediate picture of their student's activities and development. Educators are given the tools to differentiate their instruction on a classroom or individual level.

ESL Teacher Professional Development

Duration: Ongoing (packet)

Provider: Vantage Learning (available on FAMIS)

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:

1. Literacy Night. 2 hours in the evening on a school night. Rationale: parents and families will be invited to the school for an evening of literacy orientation. Different activities will be held in different classrooms. The purpose of these activities is to educate parents about the literacy expectations and opportunities here at Mott Haven. For example, one room will be dedicated to educating parents about the Achieve 3000 program and My Access! programs that we are using with our ELLs. Students can sign on and complete activities at home, and we will inform parents of how they can encourage their child to participate. The School Leadership Team, which includes the ESL teacher, Nancy Martin, will send out detailed information in both Spanish and English. Follow up calls will be made by a bilingual staff members, including the parent coordinator and bilingual school aides.

2. Parent Afternoons. Rationale: Parents will be invited to attend one after school literacy support group per marking period. This gives parents an opportunity to come to the school and actively engage in their child's learning. The ESL teacher will meet with parents and students so that students can share what they are learning with parents and the ESL teacher can discuss strategies that parents can use at home to improve their child's literacy, such as retelling parts of their ELA class novel, what they are learning in History class, or sharing exciting parts of an Independent Reading book. Students will also be encouraged to share new math skills with parents. A letter of invitation will be sent home in both Spanish and English. Follow up calls will be made by the bilingual parent coordinator, Anita Burgos and the ESL teacher, Nancy Martin.

Time and Duration: 5 Wednesday Afternoons throughout the school year, from 3:00pm to 4:30pm.

Food and Beverages will be served.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

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 	<u>ESL teacher, per session</u> <u>After School ESL Support:</u> <u>2 hours per week x 34 weeks</u> <u>@ \$50.19 per hour</u>	<u>Per session for AFTer-School literacy support, NYSESLAT Academy and English-Regents Prep.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		<u>All books and materials are to support ELLs in after-school ESL instruction. Books are both fiction and non-fiction, meant to support learning across subject areas. For example, each year each grade writes a reseach paper. The topics are genocide for the 10th grade, the civil rights movement for the 11th grade and Globalization for the 12th grade. Non-fiction books on each topic will be utilized by the ESL teacher during after-school to assist ELLs in the research portionsof their papers. Math graphic workbooks will support Mathematics instruction. Low-level, high interest novels (Orca series) are meant for students to read to completew their independnent reading journals for all ELA classes.</u> <u>NYSESLAT Prep book is meant for NYSESLAT Prep Academy (School will make copies)</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Laptops and printers are necessary for ELLs to utilize Achieve 3000, My Access! and BrainPop software during ESL after school. Small cart is to store the laptops, printers are for students to be able to print work created for subject-area classes.</u>
Educational Software (Object Code 199)		<u>Software to be used for after-school ESL instruction and literacy support.</u>
Travel	????	<u>Philadelphia, PA day trip</u>
Other		<u>Trip Entrance Fees for Museums and Historical Sites</u> <u>Food and Beverage for after-school and parent events</u>
TOTAL	<u>11, 199.06</u>	