



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: MAVAD**

**DBN (i.e. 01M001): 12X692**

**Principal: RICHARD MASSEL**

**Principal Email: RMASSEL@SCHOOLS.NYC.GOV**

**Superintendent: ELAINE LINDSEY**

**Network Leader: LAWRENCE PENDERGAST**

**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
Richard J. Massel	*Principal or Designee	
Tom Porton	*UFT Chapter Leader or Designee	
Althea Angus	*PA/PTA President or Designated Co-President	
Willie Negron	DC 37 Representative, if applicable	
Luz Negron Jennifer Feliz	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Stanley Griffith	Member/ AP/CSA	
Julio Cedano	Member/ Teacher/UFT	
Seth Robertson	Member/ Teacher/UFT	
Zahira Soto	Member/ Parent	
Lizette Samuels	Member/ Parent	
Elcra Arte	Member/ Parent	
	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 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

## **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 14 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### **Priority Schools Only**

	<b>Expanded Learning Time (ELT) Program Description</b>
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**School Information Sheet for 12X692**

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	460	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	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	20	# Music	N/A	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.8%	% Attendance Rate			75.8%
% Free Lunch	91.3%	% Reduced Lunch			3.4%
% Limited English Proficient	27.5%	% Students with Disabilities			22.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			21.2%
% Hispanic or Latino	76.3%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	1.1%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			17.5%
% Teaching with Fewer Than 3 Years of Experience	9.1%	Average Teacher Absences			13.8
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	76.2%	Mathematics Performance at levels 3 & 4			62.6%
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			44.8%
6 Year Graduation Rate	58.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

**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		Yes
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		Yes
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			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
To align our work with the citywide instructional expectations, we focused on creating rigorous unit plans that in the content areas and providing targeted feedback to teacher. The ELA and Math department leads spearheaded the initiative by attending central-led and cluster-led training sessions during the 2012-13 school year and during the summer of 2013. Teachers collaboratively designed lesson units, implemented the units, and, as a team, analyzed the student work that resulted from the teacher task, and continued with the inquiry cycle.			
As a result of increased parent outreach during the 2012-13 SY, our parent communications score on the LES increased by 10%. We provided parents with student results from interim assessments, hosted monthly targeted parent meetings, and increased enrollment in the student based health center on our school campus.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
While we had established the baseline expectations of strong student engagement in the classrooms, we still need to better monitor the student outcome resulting from strengthened instruction. We will continue to provide professional development sessions that focus on providing multiple points of access to learning for SWDs and ELLs.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
In 2012-13, and throughout the summer of 2013, our ELA teacher team was fully in the process of developing and working as a team. However, in September 2013, the lead teacher resigned from her position. This resulted in a lack of leadership and direction with which the team is still struggling.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Graduation rates increased from 36% to 41%			
Parent involvement increased by 10%			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			<b>Yes</b>
			x
<b>If all the goals were not accomplished, provide an explanation.</b>			<b>No</b>
One of our goals in 2012-13 was to conduct scheduled formal and informal observations and provide teachers with actionable feedback. This was partially accomplished as we had used Teachscape, the data collection tool, but needed further training with the program. For the SY 2013-14, the administration has worked with the talent coach in job-embedded training sessions beginning October 2013; we are now on track with teacher feedback and Advance.			
We are also continuing to strengthen our school environment (safety/respect) to increase students' attendance rates and to ensure student engagement in the classrooms.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			<b>Yes</b>
			x
			<b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Challenges will include:			
Providing intensive training for teachers and assistant principal on Advance.			
Identifying a new CCLS lead teacher to lead the ELA team.			
Structuring and staffing the 200 hours of intervention for students			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Credit accumulation rates for Grade 10 students will increase from 50.0% to 55% for the 2013-14 SY			
By June 2014, ELA regent pass rate will increase from 30% to 35%.			
By June 2014, Grade 9 student outcome on the NYC MOSL performance assessment will increase by 5%			
By June 2014, graduation rate will increase from 41% to 46%			
By June 2014, Grade 9 students' course passing rate will improve by 5%			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders have organized the school to meet the needs of all students. School leaders will work with individual teacher teams, guidance counselors, teachers of SWD and ELLs, parent coordinator, SLTs and parent meetings, as well as facilitate during full staff meetings.			

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

Students' academic progress will increase as a result of: engaging all students in rigorous learning experiences, shifting teacher practice, strengthening social emotional development programs and increasing parental engagement

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

- School leaders will actively support teacher growth.
- Teachers will integrate the instructional shifts, the CCLS, Danielson, and academic and personal behavior practices when delivering instruction in the classrooms.
- Teacher teams will review and revise curricula to closely align with the CCLS

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

Use of Novanet and summer school to increase credit accumulation

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

Systems and structures, staff and resources are in alignment with school goals.

## 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 has begun to make decisions and allocate resources in alignment with school goals... While these systems and structures have begun to impact classroom instruction, there is not yet evidence of improved student performance on rigorous summative tasks.--DQR 2012-13*

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>2.2 School leader’s vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader’s use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **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.

The school leader will utilize evidence based systems to examine and improve individual and school wide practices in areas that include curriculum, teacher practices, and student achievement. During the 2013-14 SY, all teachers will have received feedback from school leaders resulting in improved instructional practices that will increase the credit accumulation rate of the lowest-third students that earn 10+ credits by 6%

### **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. Teachers will receive training facilitated by an administrator, on Danielson’s Framework for Teaching to strengthen their practice and increase student achievement.
2. Teacher teams will collaborate with ESL and SpEd teachers to refine unit and lesson plans that are aligned to the CCLS coherent curriculum to result in more rigorous student learning.
3. Use of NOVANET for PM School classes. Students will use NOVANET to retake course failed during previous years of HS.
4. Train staff members who are tasked with continually monitoring student progress will receive additional training on data collection, reporting and making instructional decisions that will ensure student success in the classroom. Staff the computer lab before and after school sessions.
5. Students will acquire additional credits through PM and Summer Programs.

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

Principal, Assistant Principal, department leads, teachers

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

1. Teachers will receive improved ratings in a minimum of 2 components in Domains 2,3 to result in increased student engagement.
2. ELL teachers and teacher teams will collaborate on CCLS aligned units and lesson plans that result in improved SWD and ELLs student outcomes on class assessments and performance tasks
3. Staffing the computer room for before and after school
4. Novanet training for teachers. Students will use NOVANET to retake course failed during previous years of HS.
5. Summer school will increase student regents pass rates

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

1. Monthly, afterschool. October 2013 – May 2014
2. Bi-monthly, afterschool. December 2013 – May 2014
3. Weekly, October 2013-May 2014.
4. Weekly, October 2013-May 2014
5. Summer school. July-August 2014

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

1-5. Teacher per session, administrator’s per session for before school, after school, and summer school.

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**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).

Continue to refine curriculum so that the beliefs around how students learn best are reflected in the materials and activities at the core of student instruction, thereby enabling students to consistently produce standards-meeting work on rigorous summative assessments. (1.2)

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	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.

	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**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.

School leaders and teachers will ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum. (3.4)  
The June 2014 ELA Regent results will increase from 30% to 50%

**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. Teachers will work collaboratively to align instruction to content and CCCLS, refining existing units and lesson plans during lateral meetings. Special Education and ESL teachers will join weekly departmental curriculum meetings to share and model instructional strategies that support access to academic content for all learners. Following peer intervisitations, teachers will receive feedback from colleagues on their implementation of specific strategies in their units and lesson plans that were discussed at team meetings.
2. The ELA team will engage in regular cycles of analyzing the resulting student work and make adjustments to curriculum, assessment and instruction to address students’ learning gaps.
3. Through the 21<sup>st</sup> century grant, school will partner with NYU, Visiting Artists program, and a hands-on chemistry labs program to engage all students in academics and the arts

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Principal, Assistant Principal, ELA, ESL and Special Education teachers, 2. ELA teachers 3. NYU, Visiting Artists program, OMNI Learn program
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Teacher teams will analyze sample student work, to include SWDs and ELLs, that resulted from their common core aligned units and lesson plans 2. The ELA team will analyze student work to identify learning gaps and to determine shifts in instruction to address students' learning needs. 3. NYU College Advising Corp. Once a week, the Adviser works with juniors and seniors to improve our school's college enrollment rate.
<b>D. Timeline for implementation and completion including start and end dates</b>
September 2013 – June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Class coverages for teachers' intervisitation during the school day. #hours, #teachers 2. ELA# sessions, # hours, #teachers, 3. Funded through the 21 <sup>st</sup> Century grant

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
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.										
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>			
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>			

**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).									
While teachers were able to speak to the differences between their existing curriculum and what was going to be expected of them next year, there was little evidence that the team had engaged with existing curriculum at any depth beyond using the time to plan for upcoming lessons. Inefficient use of team time has limited the opportunity for teachers to develop challenging academic tasks									
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing		

**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.									
	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>						
	<b>4.4 Classroom environment and culture</b>		<b>4.5 Use of data, instructional practices and student learning</b>		<b>x</b>				

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
Teachers use a variety of data sources including baseline, interim measures and ongoing progress monitoring, to inform lesson planning, and foster student participation in their own learning process (4.5). Through the use of evidence based systems to improve school wide practice, graduation rates will increase by 5%, to 50% for the 2013-2014 SY.									

**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									
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must be provided in parts B, C, D, and E.

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

1. The ELA team in afterschool sessions, engage in regular cycles of analyzing the resulting student work and make adjustments to curriculum, assessment and instruction to address students' learning gaps. Network will support 12<sup>th</sup> grade teachers in their work to revise and adjust curricula to meet the needs of all students. 12<sup>th</sup> grade teachers will administer baseline and periodic assessments aligned to revised curricula; this will enable teachers to monitor 12<sup>th</sup> grade students' progress
2. School leaders will conduct a data analysis of progress to graduation for Grade 12 students.
3. School leaders and network Youth Development point will work with the school guidance team to develop effective communications strategies to engage and identify seniors at risk of not graduating.
4. School will provide extended learning opportunities for students, with a priority on Grade 12 students.

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

1. Teachers, coaches, administrators

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

1. Teacher teams will meet weekly after school to revise curricula to align with the CCLS.
2. School leaders and the guidance team will review 12<sup>th</sup> grade students' progress to graduation data.
- 3.

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

1. December 2013 – June 2014

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

1. School leaders and the network instructional team will review various data sources to include state exam results, NYC Performance Assessment results, student work to identify learning gaps, and determine strategies to improve student achievement.
2. School Leaders will work with ELA teachers to integrate CCLS rigor and the literacy shifts in curriculum.
3. School leadership, teacher teams, coaches and network instruction support staff will review and critique CCLS units based on exemplars in UDL, EngageNY, Common Core Library, based on the CCLS, Danielson's FfT, instructional shifts, DOK. UDL, RTI.
4. Supervisor and Teacher per session
5. Supplies: paper

***Budget and Resource Alignment***

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

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

SINI Grant

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.

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

**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).

LES

Student responses: Most adults at my school care about me. Score: 5.5 Most students at my school treat each other with respect (4), treat adults with respect (4.3)

<b>Review Type:</b> LES	<b>Year:</b> 2012-2013	<b>Page Number:</b> 11	<b>HEDI Rating:</b> NA
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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.

<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
<b>5.4 Safety</b>	<b>x</b>	<b>5.5 Use of data and student needs</b>

**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.

School leader and staff will work with student data to respond to students' social and emotional needs to engage all students to be academically and socially successful. By June 2014, graduation rate will increase from 41% to 46%

**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. School leaders and guidance counselors will provide afterschool training sessions for teachers on topics such as social emotional development, academic success, attendance, credit accumulation, the college readiness levels of individual students.
2. Teaching artist will work with 9 and 10 graders in the ELA class to integrate literacy and the arts.

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

1. Guidance counselors, teachers, parent coordinator, school aides
2. 2 sessions per week – 8 classes

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

1. Increased student engagement; Increased score on the LES
2. Attendance will increase resulting in increased student progress

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

1. October 2013-June 2014

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

1. Guidance counselor, teacher, administrators per session
2. Teaching artist

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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. .

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

**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).

LES:  
Teacher responses: Teachers and school leaders in my school use information from parents to improve instructional practices and meet student learning needs. (6.9)

Parent responses: How often during this school year have you been invited to an event at your child's school (workshop, programs, performance, etc. (5.3)							
<b>Review Type:</b>	LES	<b>Year:</b>	2012-13	<b>Page Number:</b>	17, 6	<b>HEDI Rating:</b>	NA

**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.

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

**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.

By June 2014, Grade 9 students' course passing rate will improve by 5%

**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. Increase communications with parents on students' progress through notifications and calls home
2. School will host two school wide parent conferences as well as monthly targeted meetings with parents for the 2013-14 SY
3. Parent access to materials and resources. Provide translated school documents and translation services at all conferences
4. Increase ELL parent involvement to increase ELL students' course passing rate.

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

1. Teachers, guidance counselors, parent coordinator, translator

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

1. Monthly parent outreach via letters and calls to advise families on student's progress and to strategize on academic support at home.
2. Two school wide conferences and ongoing one-on-one conferences with parents
3. Provide translated school documents and translation services for all parent interactions
4. Provide English classes for ELL parents

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

1. December 2013-May 2014
2. October 2013- May 2014
3. September 2013-June 2014
4. January 2014 – March 2014

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

1. Translators, Materials
2. Per Session for teachers, AP. Incentives, refreshments, transportation, general supplies and equipment
3. Translation and interpretation services for parents.
4. Funded through the 21<sup>st</sup> Century grant

**Budget and Resource Alignment**

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

<b>X</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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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.

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

**Expanded Learning Time (ELT) Program Description**  
**PRIORITY SCHOOLS ONLY**

**ELT Work Plan**

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

**Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

- Credit accumulation rates for Grade 10 students will increase from 50.0% to 55% for the 2013-14 SY
- By June 2014, ELA regent pass rate will increase from 30% to 35%.
- By June 2014, Grade 9 student outcome on the NYC MOSL performance assessment will increase by 5%
- By June 2014, graduation rate will increase from 41% to 46%
- By June 2014, Grade 9 students' course passing rate will improve by 5%

**Activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

**A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Increase credit accumulation through Novanet and summer school programs,
2. Inquiry teams that analyze student work and teacher practice that provide multiple access for all students and promote student engagement.
3. Teacher teams engage in regular cycles of analyzing student work and making adjustments to curriculum, assessment and instruction to address students' learning gaps.
4. School staff supports students' social emotional development to engage all students academic progress
5. Increased parent involvement leads to increased student engagement

**B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

1. Teachers, administrators
2. Teachers, administrators
3. Teachers, administrators
4. Guidance Counselors, parent coordinator
5. Teachers, guidance counselors, administrators, parent coordinator, school aides

**C. Identify the target population to be served by the ELT program.**

1. Grades 10, 11 students, SWD, ELLs
2. Grade 9, SWD, ELLs
3. Grade 11
4. Grade 12, LTAs
5. Grade 9

**Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

x	21 <sup>st</sup> Century	x	Tax Levy	x	Title I SWP		Title I TA	x	Title I PF	x	C4E
x	Title III		Title I SIG		PTA Funded		Grants	x	In Kind		

List any additional fund sources your school is using to support the instructional goal below.

**Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

The school partners with NYU's College Advising Corp to work with juniors and seniors to strengthen college and career readiness skills. School is collaborating with SoBRO to engage ELL parents in education and work readiness. The school works with Creative Connections to strengthen 11<sup>th</sup> grade students' college and career readiness. For additional support for students in chemistry, the school partners with OMNI Learn that provides chemistry lab and regents preparation for 11<sup>th</sup> and 12 grade students.

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

### ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

1. Students earn course credits through Novanet. Summer School courses develop students' CCLS literacy skills as well as prepare students for specific Regents exams.
2. Inquiry teams analyze student work and improve teacher practice by focusing on providing multiple access for all students and promoting student engagement.
3. Teacher teams engage in regular cycles of analyzing student work and making adjustments to curriculum, assessment and instruction to address students' learning gaps.
4. School staff supports students' social emotional development to engage all students academic progress
5. Increased parent involvement leads to increased student engagement

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

Through the school's work with NYU's College Advising Corp, juniors and seniors to strengthen college and career readiness skills. Collaboration with SoBRO engages ELL parents in education and work readiness. Creative Connections to strengthen 11<sup>th</sup> grade students' college and career readiness. OMNI Learn supports 11<sup>th</sup> and 12<sup>th</sup> grade students with chemistry lab and regents preparation for 11<sup>th</sup> and 12 grade students

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

The administration with the guidance team routinely review student transcripts, scholarship reports and credit accumulation data to identify each student's needs and to provide the appropriate interventions that will increase student achievement.

<b>D. Are the additional hours mandatory or voluntary?</b>	<b>X</b>	<b>Mandatory</b>		<b>Voluntary</b>
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**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

The administration with the guidance team routinely review student transcripts, scholarship reports and credit accumulation data to identify student needs and to provide interventions that will increase student achievement.

<b>G. Are you using an ELT provider procured using the MTAC process?</b>		<b>Yes</b>	<b>x</b>	<b>No</b>
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**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

The ELT program's impact on student achievement will be evident in improved student scholarship data per marking period, increased student daily attendance rate, and decreased reporting of higher level incidents.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tutoring and regents preparation. All students are offered the opportunity to make up course credit through a credit recovery program and departmental assignments	Small group instruction and one-to-one tutoring; Novanet	Before and after school. Saturdays
<b>Mathematics</b>	Tutoring and regents preparation. All students are offered the opportunity to make up course credit through a credit recovery program and departmental assignments	Small group instruction and one-to-one tutoring; Novanet	Before and after school. Saturdays
<b>Science</b>	Tutoring and regents preparation. All students are offered the opportunity to make up course credit through a credit recovery program and departmental assignments	Small group instruction and one-to-one tutoring; Novanet	Before and after school. Saturdays
<b>Social Studies</b>	Tutoring and regents preparation. All students are offered the opportunity to make up course credit through a credit recovery program and departmental assignments	Small group instruction and one-to-one tutoring; Novanet	Before and after school. Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Each student is eligible to receive services from the guidance counselor, the school psychologist, social worker, health-related services.	One-to-one counseling Case conferences are held with the appropriate faculty.	Ongoing, provided on a case-by-case basis.

**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
-- Attend job fairs for teachers to recruit highly qualified teachers
-- Provide increased leadership opportunities/programs to maintain highly qualified teachers
-- Support teachers in meeting licensing requirements, ie. Professional development hours, mentoring, dual certification programs.
-- Develop relationships with local colleges, universities, and CBO's that support teacher growth and development
--Work with the CFN HR point

**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).
--Scheduled common planning time allows for lateral team meetings that result in updating curriculum to align with the CCLS.
--Inquiry based teams routinely examine student work to determine students' learning needs. Team work results in adjustments to instructional strategies and teacher tasks.
--Administration facilitates PDs on the CCLS, DoK, Danielson, questioning and discussion protocols, instructional shifts, CIE
--Teachers are encouraged to participate in PD opportunities offered by the DOE, CFN, local universities and organizations,

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

**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.).
na

**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.
--The school's MOSL committee worked closely with all teachers to select specific MOSL assessment measures to recommend to the administration
--Teacher teams work with assessment data to improve instruction resulting in all students' progress, including SWD and ELLs.
--Principal and AP facilitate training on data sets at full staff and lateral meetings.
--CFN MOSL lead, talent coach and achievement coach provide ongoing training for administration and teachers

**TA Schools Only**

**Use of Program Resources**

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

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>692</b>
School Name <b>Monroe Academy for Visual Arts &amp; Design</b>		

### 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 <b>Richard J. Massel</b>	Assistant Principal <b>Stanley Griffith</b>
Coach <b>type here</b>	Coach
ESL Teacher <b>Premela Ninan-ESL Coordinator</b>	Guidance Counselor <b>Francis Kick</b>
Teacher/Subject Area <b>Joyell Simmons, ESL/ELA</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Gloria Vargas</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>476</b>	Total number of ELLs	<b>103</b>	ELLs as share of total student population (%)	<b>21.64%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										3	3			6
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										2	2	2	1	7
Push-In													1	1
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	5	2	2	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	24
SIFE	35	ELLs receiving service 4-6 years	35	Long-Term (completed 6+ years)	36

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	17			4						21
Dual Language										0
ESL	15			31		8	36		16	82
Total	32	0	0	35	0	8	36	0	16	103
Number of ELLs who have an alternate placement paraprofessional: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	10	7	0	29
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	12	10	7	0	29

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	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										44	33	19	5	101
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	44	35	19	5	103

## 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)										8	9	0	0	17

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)										19	11	10	1	41
Advanced (A)										12	18	12	4	46
Total	0	0	0	0	0	0	0	0	0	39	38	22	5	104

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19	0	11	0
Integrated Algebra		52		30
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science		21		5
Living Environment		66		37
Physics				
Global History and Geography		41		30
US History and Government		16		9
Foreign Language	23		22	
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.  
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The patterns in student NYSESLAT results in the four modalities of reading, writing, speaking and listening across proficiency levels and grades suggest that the skills in which most students need support are reading and writing.
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](#))  
For English Language Learners, basic communication skills are usually acquired first. To further support out ELLs in acquiring cognitive academic language proficiency, our instruction will focus on explicit vocabulary building across all content areas along with native language support. In addition, teachers across all content areas will integrate reading and analyzing informational texts and writing opinions and arguments in response to the texts.  
  
Periodic progress monitoring through formal and informal assessment provide our teachers with insights as to the progress and/or setbacks our students are experiencing in the four modalities as well as in the content areas.
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?4a. The students do better in the native language
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We evaluate our ELL's through NYSESLAT, English Regents, and other content area regents. The ESL, Special Ed., and content area teachers collaborate in weekly grade and departmental meetings to discuss and share students' progress in order to ensure appropriate instruction for each student.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program for ELLs through RLAT. 14 students out of 101 were proficient in 2013. 38 students moved up one to two levels.

## 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](#).)

An initial identification of students who may possibly be ELLs is provided by the bilingual guidance counselor along with the ESL Coordinator (certified in ESL) to determine the eligibility for ESL Support Services for students who are new in the NYC school system. All oral communications and printed materials provided during the intake process are provided in the parent's preferred language. Parents are administered a Home Language Identification Survey (HLIS) by the trained bilingual counselor. If the parent indicates that a language other than English is spoken at home, the bilingual counselor along with the ESL coordinator conducts an informal interview in English as well as the native language to determine eligibility for English language support services. Following the informal interview with the student whose home language is determined to be other than English, the Lab-R become eligible for state-mandated services. The LAB-R is hand scored to place students in the appropriate level of instruction within ten days of enrollment. If the student is a Spanish speaker and scores below the LAB-R proficiency level, he/she will be administered the Spanish LAB.

If the student is not a new admit to the NYC public school system, then an ATS report of the student's exam history is run to identify his or her overall English proficiency level. The RNMR report is then analyzed annually to evaluate ELLs level of proficiency within each of the modalities (LSRW) and serve them according to their language skills needs. All eligible students will be administered the NYSESLAT in the spring to determine whether the student is still qualified to receive ELL services as well as placement in the upcoming academic school year.
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.

Once the ELL students are identified and tested, the parents are invited to an ELL Parent Orientation Meeting during which they're shown a NYCDOE video in various languages that describes the three programs the NYCDOE offers - Transitional Bilingual Education (TBE), Dual Language, and freestanding ESL. Parents are also provided with the ELL Parent Brochure available in their home language to further clarify their options around the three programs. The orientation is facilitated by the trained guidance counselor and a translator, as appropriate. Then the Parent survey and Program Selection Forms are distributed and the parent decide whether their child should be placed in a TBE or Freestanding ESL program. Based on the parent's program selection and the LAB-R results, the child is placed within 10 days of enrollment.
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, placement for newly identified ELLs, and continuation of service letters for contiuing ELLs are mailed to the parents and the students are to bring their forms back signed by the parent. If the Parent Survey and Program Selection Forms are not returned, the default program for ELLs is TBE as per CR Part 154. Copies of all forms are maintained by the school secretary in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Parent choice and students' level of proficiency in English (LAB-R results) are used to place ELLs in the appropriate program within 10 days of enrollment. At the beginning of each school year, continued entitlement letters (students who tested below the proficiency level on the NYSESLAT) and non-entitlement letters (students who tested proficiency ont the NYESLAT and are entitled to transitional services) are sent home in English as well as in the student's native language to notify the parents of the students' eligibility for ELL services. All letters are provided in English and in the parents' preferred language. Copies of all letters are maintained by the school secretary in the main office.
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.

All eligigle ELLs are scheduled for the NYSESLAT. The speaking portion is administed one on one with a trained group of ESL and ELA teachers. The listening, reading and writing components are administed in small group settings.

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. [i](#)
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents most request is for the transitional bilingual education program. The program models (TBE and ESL) offered at our school are in alignment with the parents' request.

## 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])?
    1. (a) The organizational models are self-contained and pull out.
    - (b) The program model we use for ELL class is block and heterogeneous.
  
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)?
    2. All students are mandated to take ESL classes along with their bilingual content classes and NLA class. The programming model for students in ESL classes is as follows:
      - Beginning Level = 3 periods of ESL (540 minutes of ESL instruction)
      - Intermediate Level = 2 periods of ESL (360 minutes of ESL instruction)
      - Advanced Level = 1 period of ESL and 1 period of ELA instruction (a total of 360 minutes)
  
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 students receive instruction in English from the certified ESL teacher as well as in their native language. In the instructional phase, in the beginning level, the content area teacher uses native language for difficult content and coverage in depth. In the activity or summary phase the teacher reviews and practices new content in English to focus on the language development as the principal objective. In the intermediate level, the teacher instructs in English and in the activity or summary phase the students explain and write what they have learned in the native language or in English. In the advance level, for both the instruction and the activity, English is the primary language used in order to move the students toward independence in English. They should be able to rely more directly on the text for the meaning. Students may use the native language to assure full comprehension and intermediate fluency, the linguistic foundation is used to develop academic language and concepts in English. The strategies and techniques used to provide comprehensible input are using visual and modifying speech. Scaffolds such as modeling, demonstrating, activating prior knowledge, use of graphic organizers, contextualization of vocabulary, story mapping, K-W-L activities, think aloud, etc. are some of the researched based instructional practices that are utilized to develop academic language in all four skill areas for English Language Learners.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We ensure that ELLs are appropriately evaluated in their native language by using the data from the Spanish LAB-R as well as LOTE. In addition, we provide options for ELLs to participate in alternative assessments in their native language in all content area classes. ELL students have the option of testing in their native language in class assessment as well as on NY State assessments. The rationale behind this approach is that research indicates that proficiency in literacy and higher order thinking skills in the native language will support and transfer with efficiency to the second language acquisition process.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Our curriculums are aligned with common core standards across all content areas. Students are involved in listening, speaking, reading and writing activities in every class. Teachers attend instructional trainings offered by DOE. Teachers work with our CFN also.
  
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. Additional support is offered to SIFE students. Teachers across all content areas use research based instructional strategies to

include: activate prior knowledge; providing a print rich environment; engaging students in hands on activities; using reliable props, model activities; activating higher order thinking skill through sorting, categorizing, charting, diagramming; explicitly teaching vocabulary. Technology is infused in content area classroom instruction. Native language support is provided in all classes throughout the school day. In addition, students are invited to attend one-on-one tutoring during their free periods during the school day to further strengthen their academic areas of need. We increase our social and emotional support for these ELLs through our guidance department. The ESL and content area teachers also increase their communications with the parent of the identified students.

b. Students who have been in the US schools for less than three years receive support in the native language through the translation of thematic units of study in the content areas, classroom buddies, classroom libraries and bilingual glossaries. Students are taught language functions as well as basic and Tier II vocabulary. They are provided print rich materials to support their content knowledge and oral language development. All students are offered tutorial service during and after the school day.

c. For ELLs receiving service 4 to 6 years, the focus is an explicit Tier II and Tier III vocabulary instruction, idiomatic expressions, intensive academic literacy skills building and developing reading and writing stamina. Teachers across content areas incorporate building foundational skills for reading and analyzing informational texts, as well as writing opinions and arguments in response, in their instruction.

d. Instruction for Long Term ELLs includes: expand on figurative languages study, build academic language skills, focus on reading and analyzing non fictional texts and writing opinions/arguments in response, and strengthen notetaking skills working with extended reading and listening passages. In addition to explicit vocabulary building and intensive academic literacy skills building, counselors and school support staff offer intensive social-emotional support to LTEs as well as increased outreach to their parents.

e. Former ELLs are entitled to testing accommodations for years 1 and 2 after testing proficient. Accommodations include: extended time, use of bilingual glossaries, small group settings, additional readings for the listening component of state tests.

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?

ELL identified as having special needs are given extra help by a certified ESL teacher and bilingual paraprofessional. They are served as per their IEP. The ESL, Sp Ed, NLA teachers collaborate to align curriculums with a focus on improving academic literacy skills. Teachers across all subject areas ensure that the four modalities; listening, speaking, reading, writing re addressed in daily lessons.

The instructional strategies the teachers use are blended literacy strategies (read aloud, independent reading, think pair-share and guided reading questions). We generate word list to enhance their vocabulary skill. Cooperative work is one main component of most lessons. Teachers use novels adapted for multiple levels of English proficiency. Pearson Pacemaker series, high interest low level books are selected for instruction (stories with a twist) and technology is also included for instruction (Novanet). In all classrooms the following supports are provided: bilingual glossaries, bilingual textx, translated texts, audio/visual presentations and student options to respond to assessment using their native language.

Curriculum is adapted to meet the needs of the students. Students have questions read to them if written on the IEP. A paraprofessional is also provided to give additional support to the ELL-SWD students. Powerpoint presentations are provided visually impaired students.

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?

The ESL, special education, and content area teachers collaborate in weekly inquiry team, grade and department meetings to discuss and share students' progress in order to ensure that each SWD-ELL is afforded instruction appropriate to his/her language and learning needs. Our school makes every effort to meet the diverse needs of ELL-SWDs within the least restrictive environment. Our certified ESL teacher's schedule is flexible enough to allow them to provides ESL instruction to ELLs during the regular school, day (through regularly schedules classes as well as through Lunch & Learn sessions). Additionally they are able to collaborate with the Special Education team, and grade inquiry team to monitor individual ELL-SWD's progress in core subject classes and by grade.

**Courses Taught in Languages Other than English [i](#)**

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

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

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

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

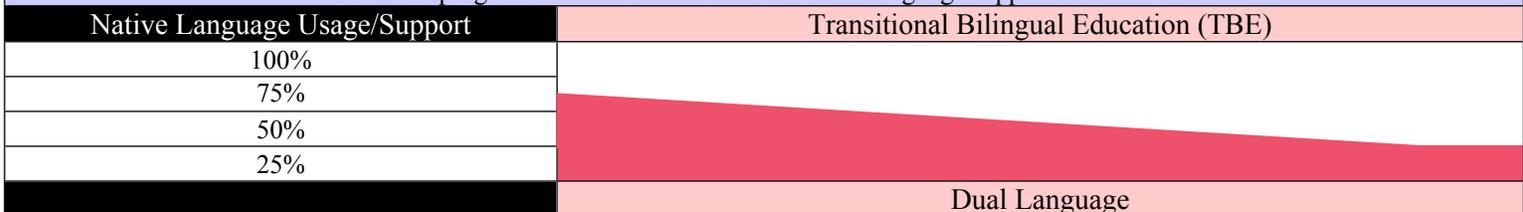
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- Our ELL participate in one-to-one tutoring in Math, ELA, and other content areas, during the regular school day as needed. Intervention services are offered in English as well as in the students' native language. In addition, we provide after school tutoring and Saturday school funded by Title III.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students who reach proficiency on the NYSESLAT, are placed in a monolingual class and continue to receive transitional services for two additional years. Services include the extension of testing time, additional reading of the listening passage on state exams, small group settings, native language support, tutorial services are available during the school day, after school, and Saturdays for students who need additional support. Professional development sessions are offered to all content area teachers instructing them in English as a Second Language methodology. Instructional strategies such as the use of visuals, methods in vocabulary acquisition, co-operative learning, use of graphic organizers, alternate assessment, (e.g. portfolios, journals and use of computer technology).
11. What new programs or improvements will be considered for the upcoming school year?
- All the existing programs will continue this year.
12. What programs/services for ELLs will be discontinued and why?
- All programs and services for ELLs will continue.
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 to all school programs. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Our ELLs participate in various extra curricular activities such as art, basketball, baseball, theater, and dance events. Notifications of all offerings are distributed to ELL parents and students in English and in the students' native language.
- Title III programs supplement instruction for ELLs in the core school day. Students are offered after school tutoring services to build ELLs' Regents taking skills. In addition, Saturday school and parent meetings are provided as appropriate. The ESL teacher and the content area teacher and the content area teachers in the Title III program meet weekly to plan and evaluate instruction in the program, monitor student progress, and strategize on additional differentiated support as needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ELLs are supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular school day and in after school. Books on tape, overhead projectors, SMART boards, PowerPoint presentations, film, and songs are used to enhance learning of concepts. There are also well stocked bilingual libraries in all ESL classrooms. Computer software in reading, vocabulary, and writing are employed in the classroom, as well. A mobile lab is available for computer processing activities. Students receive language support through content area books in the classroom. The classroom library provides content area books in the native language so further ensure success in the subject area.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in across all content area classes. Resources used include: bilingual glossaries, bilingual textbooks as available, translated texts, bilingual libraries, peer translators, bilingual audio/visual materials. Students are permitted to respond in their native language in classroom assignments as well as on state assessments.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ELL students receive the required services, support, and resources appropriate to their ages and grade level. Support services are aligned to appropriate age and grade level through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness.
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.

Summer school institute is available for newlyenrolled ELL students before the beginning of the school year. Letters in English and in the parents' preferred language are sent to students' homes inviting them to the event. The program is designed to aid in socialization with peer students and orientation to our school. We also offer student/parent campus tours conducted in English and in the parents' preferred language.

18. What language electives are offered to ELLs?

All ESL students are offered Spanish as a foreign language as well as the opportunity to take the NYC LOTE exam for their native language.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. Two full days of professional development are provided to all staff who are involved with ELLs to include: Assistant Principals, subject area teachers, special education teachers, guidance teachers, secretaries, office personnel and the parent coordinator. During the school year, ESL and content area teachers are encouraged to attend ESL training offered by: NYCDOE, RSE-TASC, QTEL, Regional Special Education Technical Assistance Support Center, and CFN 603. ESL, ELA content teachers and native language teachers for ELLs have attended the quality teaching for ELLs (QTEL) professional development sponsored by the Office of English Language Learners, DOE. The ESL coordinator attends instructional and technical training offered by NYCDOE-OELL, RSE-TASC, QTEL, CFN603, to include: Language Allocation Policy, Title III plan, Language Translation and Interpretation Plan, BESIS, NYSESLAT.
  2. ELL Considerations for Common Core Aligned Tasks, ELLs and Student with Disabilities (Theory and Stragegies). The information provided at training is turnkeyed to the principal, assistant principals, guidance counselors, subject area teachers, special education teachers, secretaries, office personnel, and the parent coordinator.
  3. At the beginning of each school year, all staff members are provided a full day training to assist ELLs as they transition from middle school to high school.
  4. A mininum of 7.5 hours per year are devoted to ELL identification and instruction. During the school year, ESL and content area teachers are encouraged to attend ESL training as available. Documentation (workshop certificates, agendas, attendance log) toward the 7.5 hours of ELL training for all staff are maintained by the school secretary in the main office.

## 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. ELL parents are encouraged to participate in all school programs such as parent orientation meetings, parent teacher conferences, PTA School Leadership Team, parent workshops and school events and celebrations. PTA meetings are conducted every month. Educational issues are discussed and suggestions are made during the meetings. The principal, parent coordinator, guidance counselors, and the U.F.T. representative attend the monthly meetings. ELL parents are notified of all meetings through telephone calls, letters, and flyers that are provided in the parents' preferred language. We conduct informational workshops to help the parents understand the high school process in English and in Spanish. Translated materials are distributed at all meetings.
    2. We do not participate with any other organizations.
    3. We ask for suggestions and give out surveys during the parent orientation. Parents' responses to school surveys administered during the monthly parent meetings, determine our school's upcoming ELL workshops or informational sessions. In addition, our parent coordinator maintains close contact with ELL parents to field general questions and to relay parents' requests to the ELL coordinator.
    4. We provide information to ELL parents to further support their understanding of meeting their child's academic requirements (understanding transcripts, report card, regents score and NYSESLAT results, ARIS, Common Core Learning Standards) and to ensure academic success. We ensure ELL parents and students understand the graduation requirement, credit accumulation, college admission process and financial aid.
- Paste response to questions here:

## 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: M.A.V.A.D.**

**School DBN: 12X692**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Richard Massel	Principal		10/10/13
Stanley Griffith	Assistant Principal		10/10/13
Gloria Vargas	Parent Coordinator		10/10/13
Premela Ninan	ESL Teacher		10/10/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Francis Kick	Guidance Counselor		10/10/13
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **12x692** School Name: **MAVAD**

Cluster: **6** Network: **603**

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

**Part A: Needs Assessment Findings**

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

Parent's translation and oral interpretation needs are determined by: HLIS (parents' preferred language of communications), ATS home language reports (RHLA) as well as teacher assessment, guidance counselor interactions and parent coordinator's expertise in evaluating individual parent's needs.

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

The majority of our parents are Spanish speakers; there are also Arabic speakers. Using the HLIS/ ATS reports, all communications, oral and written, are delivered in English, Spanish, and Arabic. Findings are disseminated to the school community via staff and parent meetings, to ensure that all members of the community will reach out to non-English speaking parents.

## Part B: Strategies and Activities

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

All written school communications will be translated into Spanish and Arabic before being sent home. The Parent Coordinator will provide most of the written Spanish translations. DOE forms in various languages are available on the DOE website. The Language and Translation Unit is contacted for translated materials.

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.

In house staff will provide oral interpretation services in Spanish. Over the phone and on-site support is available through the Language and Translation Unit for low incidence language interpretation assistance.

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 school information is sent in English and in the parents' preferred language. Materials include: brochures, entitlement letters/non entitlement letters, NYSESLAT Parent Guide, invitations to conferences and workshops. The required signage and DOE translations will be posted in the school to inform parents of their rights to translation services. The phone number for the Translation and Interpretation Unit will be available in the office.

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: MAVAD	DBN: 12x692
Cluster Leader: Jose Ruiz	Network Leader: Lawrence pendergast
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # 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:

### Proposed Supplemental Instructional Activity #1: Regents Preparation Program

This program targets ELLs in the 10th/11th grade who are enrolled in both English and Social Studies courses, which lead up to a New York State Regents examination. ELLs on all levels (beginners, intermediate or advanced, and transitional) are invited to participate. The program includes required components of essays, research reports, creative writing; mock testing, Social History research and a unit on Regents study skills. Every student in this program will receive a Regents practice guide for both Social Studies and English and will receive Regents preparation assignments during the sessions. In addition, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Language Arts, and Global Studies/United States History Regents. The goal of this program is to equip all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards. Content area teachers collaborate once a week with ESL teachers.

- Frequency of the program/activity: Twice a Week (Tuesdays and Thursday) Select Saturdays
- Teachers: 2 (English/Social Studies)
- Resources: Folders, regents practice guides, loose-leaf binder; Public Library; history/literature books.
- Assessment: research reports, testing, oral presentations, and group collaboration.
- Beginning time: after-school from 3:30pm - 5:30pm, Saturdays 9am – 2pm
- Duration: Two hour per session; 177 hours total per semester
- Beginning date: February 1, 2013; 18 week program
- Measurable outcomes: students will move-up from beginner to intermediate, or from intermediate to advanced. Higher NYSESLAT, ELA and Social Studies passing average.

### Proposed Supplemental Instructional Activity #2

NYSESLAT Preparation Program:

## Part B: Direct Instruction Supplemental Program Information

The program is targeted for all ELLs on all levels (beginners, intermediate, advanced and transitional). The program will provide an instructional plan that is aligned with mandated ESL/ELA and content learning standards and the core curriculum. Through the primary use of the NYSESLAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. The teachers will model the use of the language in ways in which students will be expected to participate, and will implement research based instructional strategies.

In this program, the students will read short stories, analyze picture books, listen to audio and media presentations; read documents and retell what they read; write letters and critique each other's writing; draw picture summaries, observe patterns and chronology in pictures/diagrams; essay writing, view, listen and discuss literature of different genres; make predictions and inferences; oral presentations and evaluate them.

The goal of this program is to help students meet the New York State English Language ability requirement and this can only be done by passing the NYSESLAT. This program will continue in the spring based on budget allocations.

- Frequency of the program/activity: Twice a Week (Monday and Wednesday) Teachers: 2 (ESL)
- Resources: NYSESLAT Preparation text, core subject textbooks, libraries, standard-based instructional materials.
- Facilities: regular classrooms
- Assessment: oral presentations, portfolio, written project, and other forms of testing.
- Beginning time: after-school from 3:30pm-5:30 pm
- Duration: 2 hours per session; 72 total hours per semester; 18 week program
- Beginning date: February 1, 2013
- Measurable outcomes: Higher NYSESLAT, ELA and Social Studies passing average.

## 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: Professional Development Program

### Part C: Professional Development

Ongoing professional development is a priority at MAVAD. Throughout the school year, the ESL teacher frequently attends ELL related professional development sessions. Content area teachers are also encouraged to attend professional development that will support their instruction of ELLs in their classrooms.

Monthly, the ESL teacher meets afterschool with content area teachers to discuss research based strategies that can be implemented in all content area classrooms. Such strategies include QTEL, testing accommodations, ESL/ELA standards and performance indicators, Academic Language for ELLs, Special Education ELLs and differentiating instruction for ELLs in the content area. Title III will fund the five one-hour workshop, from February to June. One ESL teacher will facilitate and 10 content area teachers of ELLs will attend the one hour workshops after school. The workshops will enhance and support the instruction of all ELLs across all disciplines.

### 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: Parental Involvement in Student Education

The program will include sessions, to be hosted by the Guidance Department and the Principal, on graduation requirements, interpreting transcripts, how parents can help in their children's education, and what resources are available to them and their children to succeed in school.

Activities Parents will be engaged in:

- Revision and Inquiry of student academic transcripts
- Analysis of financial aid information for funding a college education
- The learning of specific strategies to assist their child's education
- Writing workshop for parents of ELLs seeking to develop and or improve their writing skills

Frequency of works/tops: 2 Sessions.

Facilitators: Guidance Department, Principal

Facilities: Classroom.

Measurable outcomes: Parents will become more involved in their children's academic progress

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		