



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

| | |
|----------------------------|----------------------------------|
| DBN: (i.e. 01M001): | 19K583 |
| School Name: | MULTICULTURAL HIGH SCHOOL |
| Principal: | ALEXANDRA HERNÁNDEZ |

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Multicultural High School School Number (DBN): 19K583
School Level: High School Grades Served: 9-12
School Address: 999 Jamaica Ave Brooklyn, NY 11208
Phone Number: 718-827-2796 Fax: 718-827-3970
School Contact Person: Alexandra Hernández Email Address: Ahernandez7@schools.nyc.gov
Principal: Alexandra Hernández
UFT Chapter Leader: Leila Charriez
Parents' Association President: Ramon Reyes
School Leadership Team
Chairperson: Alexandra Hernandez
Student Representative(s): Gildre Jimenez, Diosmairy Polonia, Melisa Vargas

District Information

District: 19 Superintendent: Donald Conyers
Superintendent's Office Address: 6565 Flatlands Ave. Room 104C, Brooklyn NY 11236
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-968-4100 ext. 1044 Fax: 718-241-9223

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Network Number: 402 Network Leader: Cristina Jimenez

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--|---|-------------------------|
| Alexandra Hernández | *Principal or Designee | |
| Leila Charriez | *UFT Chapter Leader or Designee | |
| Armando Iriarte | *PA/PTA President or Designated Co-President | |
| Joanne Celio | DC 37 Representative, if applicable | |
| Gildre Jimenez, Diosmairy Polonia, Melisa Vargas | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Oliver Prince | Member/ UFT | |
| Spencer Gulbronson | Member/ UFT | |
| Peter Ng-A-Fook | Member/ CSA | |
| Julie Rodriguez | Member/ Parent | |
| Candida Jimenez | Member/Parent | |
| Sonia De los Santos | Member/ Parent | |
| Carmen Lebron | Member/ Parent | |
| Ramon Reyes | Member/ Parent | |
| Jorge Morocho | Member/ | |
| | Member/ | |
| | Member/ | |

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---|---|
| 1. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional learning within a culture of respect and continuous improvement. |
| 4. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| 5. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| 6. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Multicultural High School is a school for newcomers that have been in the country for three years or less and whose native/ primary language has been identified as Spanish. Our mission for the school is to cultivate in each of our new learners of English the intellectual and cultural skills required for well-informed and innovative participation in the world. Our program follows the Transitional Bilingual Model. A third of our student population is identified as Students with an Interrupted Formal Education (hereinafter SIFE) or students with two or more years of gaps in their academic learning in a formal educational setting. As such, one of the challenges we face is helping students to learn to read, write, and communicate fluently in both their native language and English. This challenge impacts our graduation rate because our students generally need five years of high school. Our instructional program provides opportunities to maintain and strengthen their native language and knowledge in grade level content, while building English language proficiency. We believe native languages, cultures, and families are instrumental in creating authentic and collaborative experiences for all within our school community. Our work centers around the premise that students will use what they have learned at Multicultural High School to become successful academically and professionally; advocating for themselves, their families, and their communities.

Curriculum and Instruction

- All teachers have submitted curriculum maps and have received feedback from the Principal and Coaches.
- We have implemented a trimester model to increase credit accumulation.
- Students are enrolled in an extended day program that includes AIS and enrichment activities.
- We utilize the Wilson Program, RIGOR Program, Achieve 3000 and Aventa to individualize instruction for our students
- Our school uses SKEDULA and ARIS for data verification, grade reporting and analysis
- Our Reading Specialist targets students who are: lowest 1/3, SIFE, struggling readers-which includes zero recognition of letters, zero phonemic awareness and minimal literacy level as evidenced by Wilson Assessments
- Students with low Spanish NYSITELL scores are supported by a developmentally appropriate Spanish language literacy program.
- We have submitted a proposal to expand our school by offering a dual language program that is currently pending approval.

College and Career Readiness

- We collaborate with the campus to partner with our CBO, Cypress Hills Local Development to provide academic enrichment programs and facilitate the College Application Process.
- We have a dedicated College Counselor from the Success Center, who organizes workshops for both students and parents
- 45 students enrolled in an AP classes such as: AP English Language, AP Spanish Language and AP Spanish Literature.
- We offer College Now classes in ELA in a partnership with LaGuardia Community College
- We have an annual College Knowledge Day for our students.
- We've continued our partnership with LACREA or Latin American Council of Real Estate Agents to develop a mentoring program for students targeting college and career readiness with a focus targeting various aspects of Commercial Real Estate ranging from elevator repair to architectural and interior design to the rental sales of building and skyscrapers in Manhattan (pre-post construction).
- Leadership development and community service amongst students is the primary focus of our JROTC program; over 100 of our students participate.

- We have an annual overnight college trips for our Upper classmen, in addition to regularly scheduled local college visits throughout the school year.
- Students attend various college/career fairs throughout the school year with our College Counselor.
- Hold recognition ceremonies three times per year, including Senior Night
- Continued commitment to develop a partnership with St. John's University

Teacher Effectiveness/Professional learning

- Two Coaches from Creative Classroom Solutions specializing in ELA and Math meet with teachers every week to offer professional learning and to support teacher effectiveness.
- Teachers have a common planning time every day.
- Teachers receive individualized professional learning.
- All teachers, staff, and administration have met with the Principal to establish goals for the year, which are aligned to the three-year plan that we have developed in collaboration with key staff members.
- Teachers informally visit each other to share best practices.
- Continued NYSIEB partnership with CUNY ELL experts to support bilingualism as an English Literacy Tool.
- Administration attends various workshops sponsored by and not limited to CSA, NYCDOE, ELI, Leadership Academy and our Network 402.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

19K583 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-------------|---|-----|---|-----|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 238 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | 8 | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 3 | # Music | 1 | # Drama | N/A |
| # Foreign Language | 11 | # Dance | 2 | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 94.8% | % Attendance Rate | | 76.0% | |
| % Free Lunch | 92.9% | % Reduced Lunch | | 1.6% | |
| % Limited English Proficient | 93.2% | % Students with Disabilities | | 2.2% | |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | N/A | % Black or African American | | N/A | |
| % Hispanic or Latino | 99.7% | % Asian or Native Hawaiian/Pacific Islander | | N/A | |
| % White | 0.3% | % Multi-Racial | | N/A | |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 3.15 | # of Assistant Principals (2014-15) | | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 | |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 3.4% | % Teaching Out of Certification (2013-14) | | 30.2% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.2% | Average Teacher Absences (2013-14) | | 5.86 | |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| 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 (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 19.0% | Mathematics Performance at levels 3 & 4 | | 23.2% | |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | 86.8% | % of 2nd year students who earned 10+ credits | | 73.8% | |
| % of 3rd year students who earned 10+ credits | 62.7% | 4 Year Graduation Rate | | 43.6% | |
| 6 Year Graduation Rate | 44.4% | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | X | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| 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 (2012-13) | | | | | |
| 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 (2012-13) | | | | | |
| 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 (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | NO | |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | NO | |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | YES | |
| Economically Disadvantaged | YES | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|---|-------------|
| 3.2 | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. | E |
| 3.3 | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | D |
| 3.4 | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. | D |
| 3.5 | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes. | E |

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

STRENGTHS

- Programming
- Common Planning Time every day for all teachers
- Grade Team/Department Team Meetings
- Uniform Teacher Team Meeting Structures
- Review of Student Data and relevant reports during teacher team meetings to modify and improve instruction
- Review of Student Work using protocols during teacher team meetings to modify and improve instruction
- Professional learning to support individual teacher need and overall need of school, conducted by administrators, network and coaches
- Bi-monthly review of teacher assessments
- Use of Curricuplan, an online curriculum tool that helps teachers align to common core, share resources and provide each other with feedback
- Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes
- Closed achievement gap by improving graduation rate by 14.2%
- Ensure that teachers understand connection between quality instruction, curriculum and assessment practices through post observation conversations, professional learning and coaching sessions

AREAS FOR IMPROVEMENT

- Ensuring that materials are complex, challenging, rigorous and appropriate for student learning levels

- To help strengthen deeper conceptual understanding and knowledge around specific content, students make connections through multiple examples and contemporary issues through the use of visuals and extended writing
- Align curriculum to Common Core Learning Standards to support college and career readiness, with specific focus on English Language Learners
- Continue to focus on using evidence to support an argument across classrooms
- Create two lab classrooms to showcase best practices within our community

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our belief is that rigorous assessments drive rigorous instruction and curriculum design. To support rigorous instruction and curricular alignment, assessments are being used as an indicator of the enactment of rigorous instruction in the classrooms. Therefore, 75% of assessments will be evaluated to ensure alignment to Common Core Learning Standards and classroom practices through a comprehensive school-wide assessment plan.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 4. Research-based instructional programs, professional learning, and/or systems and structures needed to impact change 5. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 6. Strategies to increase parent involvement and engagement 7. Activities that address the Capacity Framework element of Trust | | | |
| Bi-weekly review of assessments. | All teachers | 2014-2015 School Year | Principal and AP |
| Promote College Readiness by Sponsoring two College Trips for our students, including one overnight trip to upstate Universities | 11 th & 12 th Grade Students | 2014-2015 School Year | Guidance Counselor, Parent Coordinator and Administration |
| CUNY NYSIEB- has a dynamic bilingual philosophy to educate emergent bilinguals and adhere to two principles and practices: (1) a multilingual ecology for the whole school, and (2) bilingualism as a resource in education. They provide professional learning to teachers at our school and support rigorous curriculum design and instruction. http://www.nysieb.ws.gc.cuny.edu/our-vision/ | All Teachers and All Students | 2014-2015 School Year | CUNY NYSIEB Personnel and Administration |
| Department of ELLS professional learning | All Teachers and All Students | 2014-2015 School Year | Department of ELLs, Administration |
| Weekly Professional learning focused on Danielson Framework for Teaching | All Teachers | 2014-2015 School Year | Creative Classroom Solutions, Administration, Network 402 |

| | | | |
|----------------------------|------------------------------------|-----------------------|---|
| Individualized Programming | All Students | 2014-2015 School Year | Principal/ Guidance Counselors and Programmer |
| Lab Classrooms | 2 classrooms, Assistant Principal, | 2014-2015 School Year | Administration |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Literacy Department, Math Department, History Department, Science Department, Team Leaders and One Administrator.
- Principal, 1 Assistant Principals Network Coach, and Teacher Coaches.
- Principal, 2 Assistant Principals and all teachers.
- Teacher Coaches and Teachers
- Parent Coordinator
- Funding for Transportation of Students for College Trips
- Funding for Teacher Coaches
- Funding for Admission tickets to Spanish Repertory Theater and American Museum of Natural History

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|----------|--|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|--|--------|
| X | Tax Levy | | Title I Basic | | Title I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | | Grants |
|---|----------|--|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Compare Regents Scores across the different administration periods, January, June and August, and review item analysis trends to identify gaps in learning to adjust curriculum.
- Compare NYSESLAT Scores to NYSITELL and previous years to identify gaps in learning to adjust curriculum.
- Teacher Performance on Evaluation supported by observations and targeted interventions (June of 2015)
- Bi-Monthly Review of Assessments
- Monthly Teacher Leader Meetings to monitor progress, data and instructional practices
- Monthly Professional learning Committee Meetings to ensure professional learning is aligned
- Principal and Assistant Principal monitor teacher level observation data to adjust professional learning and differentiated support for individual teachers

Part 6b. Complete in **February 2015.**

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|----|--|--|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
|--|--|--------------------|
| 5.2 | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | E |
| 5.4 | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes. | E |
| 5.5 | The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful. | E |

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strength

- Targeted tone and discipline to help support a safe learning environment
- Implementation of Peer Group Connection, a peer mentoring program
- Four members of staff dedicated to the socio-emotional support of students and families
- Teachers and connected to students
- Appointment of new Attendance Coordinator
- Weekly Attendance Meeting
- New Attendance Teacher
- Attendance Incentive Field Trip for Students in May
- Uniform policy to enhance culture of inclusion into our family
- Parent Coordinators to network with other schools
- Partnerships with North Shore LIJ, Spark, RAPP and Cypress Hills Local Development Corporation
- Intended Partnerships with St. Johns University and Kingsborough Community College
- AP coursework and College Now Classes
- Academic and Enrichment Courses during 8th period
- Partnerships with Urban Word, Urban Art Beat and Dove Productions

Data

- ATS Attendance Reports (RSAL, RMAO, RDAL, RISA)
- Regular conferences with Peer Group Advisors
- Guidance Department Data

Need

- In order to maintain high attendance rates, we need funding to support Peer Group Connection.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, we will improve our attendance rate by 74.6% to 80% amongst active students by introducing and implementing the Peer Group Connection; a peer mentoring program during our Academic Intervention Support Program.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> Research-based instructional programs, professional learning, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| Peer Group Connection Daily Mentor Classes, Peer Group Connection Weekly Sessions with Freshmen & Sophomores | 9 th and 10 th grade students, newcomers, Peer Mentors | 2014-2015 School Year | Peer Group Advisors, Administration |
| Promote connections to classroom by creating experiences for students outside of the classroom. Trips to Spanish Repertory Theater and Museum of Natural History. | Students in Science and Native Language Arts | 2014-2015 School Year | Science Teachers and Administration |
| Peer Group Connection Mentor Training | Peer Mentors | 2014-2015 School Year | Peer Group Advisors, Administration |
| Weekly Attendance Meetings – address chronic absenteeism, schedule meetings with parents, develop plans of action to address absences, including incentives, and we identify and address absenteeism trends that are indicative of our school community. | All Students, Focus on Chronic Absenteeism & LTA | 2014-2015 School Year | Attendance Team |
| Home Visits | All Students, Focus on Chronic Absenteeism & LTA | 2014-2015 School Year | Attendance Team |
| Incentives: Attendance Incentive Trip to Six Flags, Breakfast of Champions, Awards Ceremonies every Trimester | Students with 95% Attendance or better | 2014-2015 School Year | All students, Attendance Team |

| | | | |
|--|--------------|-----------------------|---------------------|
| Guidance Intervention: Guidance Card, Road Map to Graduation, Individualized Meetings, Workshops | All Students | 2014-2015 School Year | Guidance Counselors |
|--|--------------|-----------------------|---------------------|

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Peer Group Connection Partnership
- Funding for Peer Group Connection Curriculum
- Funding for Peer Group Connection Training
- Funding for transportation to Six Flags, Attendance Incentive Trip
- Funding for transportation to Peer Group Connection Training

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|
| x | Tax Levy | x | Title I Basic | | Title I 1003(a) | | Title IIA | x | Title III | x | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Peer Group Connection Partnership

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- School wide Attendance Rate (ATS REPORT RSAL)
- Individual Student Attendance Rate Comparison (ATS REPORT RAMO)
- Student Feedback
- Weekly Attendance Meeting
- Transcript reviews after every Trimester
- Scholarship report reviews every marking period
- Individualized Guidance Plan review every trimester

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional learning within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
|---|--|-------------|
| 4.2 | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. | E |
| 4.3 | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. | D |
| 4.4 | Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry. | E |
| 4.5 | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | D |

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes
- Common Planning Time Every day for Teachers to engage in collaboration across teams
- Shared planning through Curricuplan-teachers have access to each other’s unit plans and daily lessons
- Ongoing onsite and offsite professional learning through Department of ELLs, CUNY NYSIEB, Internationals Network and Network 402
- Individualized instructional support and coaching with Administrators, Creative Classroom Solutions, with specific focus on Danielson Domain 3
- Strategies and best practices are shared amongst teams
- Bi-Monthly Assessment Review
- Under assessment review, conducted every two weeks to provide actionable feedback connected to both performance based assessments and Regents exams aligned with both DOK/ Hess Matrix and Common Core Learning Standards...returning focus to student achievement and teacher practices and instructional shifts/focuses.
- Team Building Activities

Data

- Teacher evaluations Advance Report – School level indicator report

- Individual teacher observations
- Tracking of assessment feedback?
- Student performance mid-year and end year state and city exams (i.e.: Regents and NYSESLAT and PBA's)

Areas of Improvement

Providing more opportunities for students to engage in discovering to conceptually understand and make relevant content.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As a school, we performed the lowest on Indicator 3D: Using assessment in instruction, as per the Danielson Rubric. To support teacher practice and improvement, we have decided to focus on this indicator. In addition to impacting teacher practice and improvement, by focusing on this indicator we are supporting student achievement by refining feedback cycles and assessment criteria. By June 2015 indicator 3D: Using Assessment in Instruction, per the Danielson Rubric, will improve .5 points for the entire school as evidenced by the Advance School Level by Indicator Report.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional learning, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |
| Ongoing Professional learning by Department of ELLs, CUNY NYSIEB, Administrators, Creative Classroom Solutions and Network 402 (Scaffolding Grade Appropriate Texts for High School ELLs, Collaborative Strategic Reading (CSR): Research Based Approach to Reading, Brain Research: Keeping ELLs in Mind) | All Staff | 2014-2015 School Year | Department of ELLs, CUNY NYSIEB, Creative Classroom Solutions, Network 402, Administration |
| CUNY NYSIEB- has a dynamic bilingual philosophy to educate emergent bilinguals and adhere to two principles and practices: (1) a multilingual ecology for the whole school, and (2) bilingualism as a resource in education. They provide professional learning to teachers at our school and support rigorous curriculum design and instruction. http://www.nysieb.ws.gc.cuny.edu/our-vision/ | All Staff | 2014-2015 School Year | CUNY NYSIEB, Administration |
| Dual Language Programming | All Students | 2015-2016 School Year | Administration |

| | | | |
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Literacy Department, Math Department, History Department, Science Department, Team Leaders and One Administrator.
- Principal, 1 Assistant Principal, Network Coach, and Teacher Coaches.
- Principal, 1 Assistant Principal, and all teachers.
- Teacher Coaches and Teachers
- Parent Coordinator
- Funding for Transportation of Students to ASCD Conference/Professional learning
- Funding for Registration to ASCD Conference/Professional learning
- Funding for Creative Classroom Solutions

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|--|--------|
| X | Tax Levy | X | Title I Basic | | Title I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | | Grants |
|---|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

| |
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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

- Compare Regents Scores across the different administration periods, January, June and August, and review item analysis trends to identify gaps in learning to adjust curriculum.
- Compare NYSESLAT Scores to NYSITELL and previous years to identify gaps in learning to adjust curriculum.
- Teacher Performance on Evaluation supported by observations and targeted interventions (June of 2015)
- Bi-Monthly Review of Assessments
- Monthly Teacher Leader Meetings to monitor progress, data and instructional practices
- Monthly Professional learning Committee Meetings to ensure professional learning is aligned
- Principal and Assistant Principal monitor teacher level observation data to adjust professional learning and differentiated support for individual teachers

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
|--|--|--------------------|
| 2.2 | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP). | E |
| 2.3 | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | E |
| 2.4 | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved. | E |
| 2.5 | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional learning opportunities; and hold administrators and staff accountable for continuous improvement. | E |

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Strengths**
- School leaders use resources effectively to support the instructional programming at the school.
 - Principal regularly monitors various data to support the instructional programming at the school.
 - Common Planning Time Every day for Teachers to engage in collaboration across teams
 - Shared planning through Curricuplan-teachers have access to each other’s unit plans and daily lessons
 - Dedicated Reading Specialist for targeted literacy interventions and support for English Language Learning
 - Dedicated Native Language arts teacher for targeted interventions and support for Native Language Learning
 - Networking with Internationals Network to continue professional learning program
 - Read, analyze and interpret various sources of data with teachers to support action plans and student achievement outcomes
 - Ongoing onsite and offsite professional learning through Department of ELLs, CUNY NYSIEB, Internationals Network and Network 402
 - Individualized instructional support with Creative Classroom Solutions, with specific focus on Danielson Domain 3
 - Strategies and best practices are shared amongst teams

Data

- Students are identified as SIFE on ATS through the RFSE. We then review their performance on various assessments including the Spanish and English NYSITELL, School wide Baseline Assessments, NYSESLAT, Regents Exams and Classroom Assessments. Then based on Attendance, Scholarship and Regents Data, we determine if students are in need of intervention.

Areas For Improvement

- Last year we piloted a SIFE Academy with implementation supports from the Department of ELLS. As a result of low enrollment numbers that ultimately led to loss in funding we were unable to sustain a dedicated SIFE program and opted for an inclusion model with pull out support from the Reading Specialist and the NLA teacher.
- Funding to secure additional personnel to reduce class sizes and reinstitute SIFE Academy.
- Create two lab classrooms to showcase best practices within our community
- Continue to support teachers to improve pedagogy as defined by the Danielson Rubric, Domains 2 & 3
- Build capacity of Assistant Principal to further refine cycle of instructional improvement and feedback
-

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will improve our SIFE graduation rate by 3% from 59% during the 2013-2014 school year to 62% for the 2014-2015 school year amongst active SIFE students in Cohort Q.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional learning, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| Review of Assessments utilizing Hess Rigor Matrix and Depth of Knowledge | Students and teachers | 2014-2015 School Year | Administrators and coaches and teacher team leaders. |
| Ongoing Professional learning by Department of Ells, CUNY NYSIEB, Administrators, Creative Classroom Solutions and Network 402 | All Teachers | 2014-2015 School Year | CUNY NYSIEB Team, Creative Classroom Solutions Coaches, |

| | | | |
|--|---------------------|-----------------------|---------------------------------|
| | | | Administration and, Network 402 |
| ALPAP Mentorship of Assistant Principal | Assistant Principal | 2014-2015 School Year | Principal and CSA |
| ASCD Professional learning | Administration | 2014-2015 School Year | Administration |
| NYCLA Mentorship of Principal – Helps build capacity of the Principal to continue to build structures to support school improvement. | Principal | 2014-2015 School Year | Principal and NYCLA |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Guidance Counselors
- Teachers
- Principal and Assistant Principal
- Parent Coordinator
- Peer Mentors

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|
| X | Tax Levy | X | Title I Basic | | Title I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | | Grants |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|---|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Compare Regents Scores across the different administration periods, January, June and August, and review item analysis trends to identify gaps in learning to adjust curriculum.
- Compare NYSESLAT Scores to NYSITELL and previous years to identify gaps in learning to adjust curriculum.
- Teacher Performance on Evaluation supported by observations and targeted interventions
- Scholarship Report
- Report Card Review
- Tri-Annual Transcript Review
- Bi-Monthly Review of Assessments
- Monthly Teacher Leader Meetings to monitor progress, data and instructional practices
- Monthly Professional learning Committee Meetings to ensure professional learning is aligned
- Principal and Assistant Principal monitor teacher level observation data to adjust professional learning and differentiated support for individual teachers

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
|--|--|--------------------|
| 6.2 | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success. | E |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. | E |
| 6.4 | The entire school community partners with families and community agencies to promote and provide professional learning across all areas (academic and social and emotional developmental health) to support student success. | E |
| 6.5 | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success. | E |

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

| |
|---|
| <p>Strengths</p> <ul style="list-style-type: none"> • Community Wide Events like Family Fun Day, Talent Exhibition, Community Potluck, Awards Ceremonies, and Publications • Campus Events that include PSAL activities, Senior Recognition Ceremonies and Advanced Placement Recognition Ceremonies • Meet with Parents of students who are not meeting progress every marking period • Meet with Parents to discuss attendance • Send out mailings every three weeks on a variety of topics including but not limited to; PTA Events, Parent Meetings, School Events, Attendance Progress, Report Cards, Progress Reports, Regents Status and Student Schedules <p>Data</p> <ul style="list-style-type: none"> • Learning Environment Survey • Parent Request for ESL and GED Programs • Level of Education of Parents <p>Areas of Improvement</p> <ul style="list-style-type: none"> • Identify parents maximum level of education during intake process • Survey students and families |
|---|

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As indicated by the School Survey Report, the question “How often during the school year have you been invited to an event at your child’s school (workshop, program, performance, etc.)? 24 parents said they had never been invited to an event, by next School Survey Report; we will decrease that number to less than 10 parents.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 7. Research-based instructional programs, professional learning, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| Support family literacy through the Adult Learning Program | Parents and Community Members | 2014-2015 School Year | Administration, Parent Coordinator, Guidance Counselors |
| Regular meetings with families to discuss academic progress | All Students | 2014-2015 School Year | Guidance Counselors, Dean, Administration |
| We support students and families with alternate placements, including but not limited to, (Offsite CTE programs, YABC, transfer schools, GED programming, Adult Learning, Alternative High Schools). | Students not on track to graduate | 2014-2015 School Year | Guidance Counselors, Dean, Peer Group Mentors, Administration |
| Recommend teacher to Adult Learning Program to work as an instructor | Willing teachers | 2014-2015 School Year | Administration and Teacher |
| Support Parent Coordinator with professional learning training and site visits to support parent outreach. As a result of this training, our Parent Coordinator will refine the current parent engagement plan. | Parent Coordinator | 2014-2015 School Year | Administration and Parent Coordinator |
| Promote the adult learning program during school wide parent events via workshops and presentations | Parent Coordinator and Guidance Counselors | 2014-2015 School Year | Administration and Parent Coordinator |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | | | | | |
|---|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|--|--------|
| X | Tax Levy | X | Title I Basic | | Title I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | | Grants |
|---|----------|---|---------------|--|-----------------|--|-----------|---|-----------|---|---------------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Check in with teacher to establish Parent engagement in Adult Learning Program
- Monthly Parent Coordinator Reflections and Feedback
- PTA/SLT Meetings
- Learning Environment Surveys

Part 6b. Complete in **February 2015**.

| | | | | | |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|--|--|--|
| English Language Arts (ELA) | Regents, NYSESLAT, NYSITELL, Scholarship Report, Brigance Assessments, Middle School Exams | Zero Period ESL College Now, 8 th Period Regents Preparation, Achieve 3000, Formative Assessment, Culturally Relevant Reading, and Translanguaging | Small Group Instruction, One to one, Tutoring and computer aided instruction | During the school day, before and after school |
| Mathematics | Regents, NYSESLAT, NYSITELL, Scholarship Report, Brigance Assessments, Middle School Exams | Achieve 3000, 8 th period Regents Preparation, and Formative Assessment | Small Group Instruction, One to one, Tutoring and computer aided instruction | During the school day, before and after school |
| Science | Regents, NYSESLAT, NYSITELL, Scholarship Report, Brigance Assessments | Achieve 3000, 8 th period Regents Preparation, and Formative Assessment | Small Group Instruction, One to one, Tutoring and computer aided instruction | During the school day, before and after school |
| Social Studies | Regents, NYSESLAT, NYSITELL, Scholarship Report, Brigance Assessments | 8 th Period SAT PREP, Achieve 3000, and Formative Assessment | Small Group Instruction, One to one, Tutoring and computer aided instruction | During the school day, before and after school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Parent Request, Unaccompanied Minor, Teacher Recommendation, Trauma, etc. | Pull out, Push In, individualized counseling sessions, monthly advisory/town halls, classroom workshops, referrals to North Shore LIJ on site clinic, RAPP, SPARK & LGBT support | Small Group Instruction, One to one, Tutoring and computer aided instruction | During the school day, before and after school |

Section 7: Title I Program Information

Directions:

11. All schools must indicate their Title I status in Part 1
12. All elements of the *All Title I Schools* section must be completed in Part 2
13. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
14. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
15. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
16. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional learning that ensures staff is highly qualified. |
| We actively recruit teachers based on retention of staff. In partnership with multiple organizations that we work with and the DOE, we solicit resumes and candidates based on qualifications, specifically bilingual licensed teachers who are the best fit for our population. In addition to our recruitment practices, once teachers are on board, they will receive ongoing mentoring and coaching support specifically geared towards enhancing our culturally relevant curricular practices. Professional learning is always based on teacher need and student need. Ongoing professional learning occurs outside of the building and in house that is aligned to the mission and vision of the school. Assignments of teachers are based on student need and teacher license area. |

2b. High Quality and Ongoing Professional learning

| |
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| Describe the strategies and activities for high quality professional learning for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <ul style="list-style-type: none"> • Ongoing Professional learning by Department of Ells, CUNY NYSIEB, Administrators, Creative Classroom Solutions and Network 402 • ALPAP Mentorship of Assistant Principal • ASCD Professional learning • NYCLA Mentorship of Principal |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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| 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). |
| |

Part 4: SWP Schools Only

4a. 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.).

4b. 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 learning provided regarding the use of assessment results to improve instruction.

- Teachers receive professional learning around the use of assessment
- Our school has a comprehensive assessment plan
- Teachers receive feedback on classroom level assessments
- Teachers and administrators analyze state assessments to understand strengths and instructional gaps that students may have to help target instruction
- Teachers also review student assessments and student work products during team meetings to improve instruction

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | | | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | | | |

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Multicultural High 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 the school and the families. The 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 the school community.

Multicultural High 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 learning 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 learning, 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

| | |
|--|-------------|
| Part A: School Information | |
| Name of School: Multicultural High School | DBN: 19K583 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| |
|---|
| Part B: Direct Instruction Supplemental Program Information |
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 235 |
| 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 |

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 5
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: All students will be serviced through our TITLE III model as 235 of our students are considered Former ELLs or ELLs, with 235 being current ELLS.

Direct Instruction will be provided in the programs discussed below to offer rigorous instruction to ELLs. Since all programs are taught in both English with Spanish supports, our students make more progress towards acquiring the English language and meeting graduation requirements.

AFTER SCHOOL PROGRAM: Our after school program offers an opportunity for students to avail of various classes that range from Regents Prep to the Arts. This gives students an extended schedule and a chance to be exposed to English in the context of both curricular and extracurricular activities. Furthermore, students receive intervention and learn test-taking strategies in different content areas such as Social Studies, Math and Science in order to work towards completing graduation requirements. All classes are taught in both English and Spanish.

The after school program is from 3:09-4:09 PM (1 hour), Mondays through Thursdays, for a total of 138 sessions per class for the entire school year. Other funding sources will be utilized to complement the cost of the program)

Based on transcript review and analysis of Regents exam results, the school has determined the need for the following classes. As such, they are offered during the after school program:

- Algebra with Mr. Reyes (Certified in Math 7-12 and in the process of getting a Bilingual Extension): Offered to Grades 10-11 and a few 12th graders who have not passed the Algebra Regents Exam - 29 students enrolled

- Living Environment with Ms. Rodriguez (Certified in Biology and General Science, with a Bilingual Extension): Offered to Grades 10-11 - 23 students enrolled

-Principles of Leadership with Ms. Angeles (Certified in ESL) - Offered to Grades 11-12 - 15 students enrolled

- Basketball with Mr. Screen (Certified in Physical Education) - Offered to Grades 9-12 - 34 students

Part B: Direct Instruction Supplemental Program Information

enrolled

- Music with Mr. DaSilva (Certified in ESL) - Offered to Grades 9-12 - 6 students enrolled
- Cultural Dance with Ms. Verrilli (Certified in Reading) - Offered to Grade 9 - 28 students enrolled
- English with Mr. Kennedy (Certified in English) - Offered to Grades 11-12 - 23 students enrolled
- US History with Mr. Pagan (Certified in Social Studies, with a Bilingual Extension) - Offered to Grades 11-12 - 13 students enrolled
- Global History with Mr. Prince (Certified in Spanish) - Offered to Grades 10-11 - 28 students enrolled

Materials that will be used in the after school program are as follows:

- Copy Paper and Colored Copy Paper will be used for reproduction of materials such as worksheets and informational text
- Educational Software: Achieve 3000 will be used for increasing students' lexile levels in English

SATURDAY SCHOOL: In addition to the after school program, students will have the opportunity to attend Regents Prep classes on the following Saturdays:

December 6, 13, 20

January 10, 17, 24

May 2, 9, 16, 30

June 6, 13

Saturday School will be offered from 9:00AM to 1:00PM (4 hours). The following is the breakdown of classes that will be offered: (Other funding sources will be used to complement the cost of the program)

- Algebra with Mr. Reyes (Certified in Math 7-12 and in the process of getting a Bilingual Extension): Offered to Grades 10-11 and a few 12th graders who have not passed the Algebra Regents Exam - 34 seats open for enrollment
- Living Environment with Ms. Rodriguez (Certified in Biology and General Science, with a Bilingual Extension): Offered to Grades 10-11 - 34 seats open for enrollment
- English with Mr. Kennedy (Certified in English) - Offered to Grades 11-12 - 34 seats open for enrollment
- US History with Mr. Pagan (Certified in Social Studies, with a Bilingual Extension) - Offered to Grades 11-12 - 34 seats open for enrollment
- Global History with Mr. Prince (Certified in Spanish) - Offered to Grades 10-11 - 34 seats open for enrollment

Part B: Direct Instruction Supplemental Program Information

Materials that will be used in Saturday School are as follows:

- Copy Paper and Colored Copy Paper will be used for reproduction of materials such as worksheets and informational text
- Educational Software: Achieve 3000 will be used to increase students' lexile levels in English.

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: This year, our school is focusing on the alignment of curriculum with the Common Core State Standards and assessments with New York State assessments. As such, we have opened the opportunity for our teachers to attend workshops offered by the following providers:

1. Department of English Language Learners and Student Support - DELLSS offers regular professional development workshops that are geared towards creating scaffolds necessary in curriculum and assessments for ELLs. Some examples of workshops are:

- Brain Research: Keeping ELLs in Mind - October 30, 2014; November 24, 2014; December 11, 2014; January 23, 2015, and June 8, 2015 from 8:30 a.m. to 3:00 p.m.

- Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension (Grades 6 – 10) - November 13, 9:00 a.m. to 3:00 p.m.

Workshops provided by the DELLSS are open to all teachers in the school who are interested in attending, but specifically, Ms. Verrilli and Mr. Kennedy will be attending.

2. CUNY New York State Initiative for Emergent Bilinguals (CUNY NYSIEB) - Our school has been partners with CUNY NYSIEB for two years now, and we have learned two specific strategies for ELLs that we have implemented school-wide. These are translanguaging and creating a multicultural ecology in the school. With our continued partnership, our teachers will be better trained at implementing these strategies in their classrooms. They will also learn how to revise existing curriculum to incorporate translanguaging strategies. The workshops they offer are as follows:

-CUNY NYSIEB Circle of Care (Fall) Wednesday, October 22, 2014, 9:15 am - 1:30 pm

-CUNY NYSIEB Circle of Care (Spring) Date and Time To Be Determined

In addition to these two seminars, CUNY NYSIEB will be sending staff to our school to provide

Part C: Professional Development

professional development to our teachers during Chancellor's Conference days.

Workshops provided by CUNY NYSIEB are open to teachers in the Emergent Bilingual Leadership Team (EBLT) which is comprised of all grade team and department team leaders. These teachers are Ms. Angeles and Mr. DaSilva.

3. Center for Supportive Schools - This year, we are piloting a program called the Peer Group Connection. This program is designed to provide our newcomers with the socio-emotional support that they need to transition to a new country, new city, and new school. CSS provides workshops in leadership, where our ESL teacher and parent coordinator learn how to train our students to be peer group leaders. The following are the dates of the workshops:

- PGC 4-Day Advisor Residential Training Conference - August 11 to August 14, 2014, 7:00 am to 6:00 pm

- PGC One-Day Fall Training - November 4, 2014, 8:30 am to 4:00 pm

- 6 other training sessions with time and dates to be determined

Ms. Angeles will be attending the PGC trainings.

4. Creative Classroom Solutions - Two coaches from CCS come to school twice a month to offer professional development on assessment and curriculum development. They provide training in creating lessons that are effective under the Danielson Framework, questioning strategies using Depth Of Knowledge, and provide feedback to our teachers as they refine curriculum. Mr. Reyes, Ms. Rodriguez, Mr. Prince and Mr. Pagan attend their workshops.

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:

The Bilingual Parent Coordinator and the Bilingual Guidance Counselor work together to organize the activities outlined below for parent engagement. Volunteer student workers who are proficient in both English and Spanish assist them in translating letters to be mailed out, as well as in making phonecalls. Furthermore, our school messenger system is set up in both English and Spanish to ensure that all parents of ELLs are well-informed of the activities listed below.

1. PTA - Parents are invited once a month to attend Parent Teacher Association Meetings, where both the Bilingual Parent Coordinator and Bilingual Certified Guidance Counselor provide workshops.

Part D: Parental Engagement Activities

Meetings take place from 6:30 pm to 7:30 pm on the dates specified below. Parents are notified of PTA meetings by mail and messenger system. The following topics will be covered:

- November 19 - What does the Common Core mean for ELL students?
- December 17 - Preparing ELLs for State Exams
- January 14 - How does the Peer Group Connection benefit your child?
- February 11 - Credit Accumulation and Progress Toward Graduation for ELLs
- March 18 - Study Skills and Translanguaging Strategies for ELLs
- April 23 - College and Financial Aid for ELLs
- May 13 - Plan B: Intervention and Next Steps for ELL Students not Passing State Exams
- June 10 - Graduation for ELLs

Materials that will be used for these sessions are as follows:

- Copy Paper
- Chart Paper
- Pens
- Markers
- Award Certificates
- Folders

2. Family Fun Day - Twice a year, we invite parents to participate in a school-wide field day. This is to develop camaraderie among staff members, parents and students in the school. Parents will be notified by mail and school messenger.

- November 24, 12:00 noon - 3:00 pm
- June 5, 12:00 noon - 3:00 pm

Part E: Budget

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

Allocation Amount: \$36604

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
|-----------------|-----------------|---|

Part E: Budget

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

Allocation Amount: \$36604

| 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) | \$21,962.40 | This will cover part of the per session costs for the After School and Saturday School programs. |
| <ul style="list-style-type: none"> Per session Per diem | \$3,660.40 | This will cover payment for coverage of classes for when teachers go on Professional Development outside school during school days. |
| | \$1,007.52 | This will cover per session for the Guidance Counselor and ESL certified teachers who will be staying during PTA meetings to facilitate the workshops. |
| | \$702.56 | This will cover per session for the administrators that will be present during PTA meetings. |
| Purchased services | _____ | _____ |
| <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | | |
| Supplies and materials | \$1,950.32 | Materials for Parent Teacher Association Workshops (Copy Paper \$450, Chart Paper \$302, Pens \$53, Markers \$70, Certificates and Folders \$150, Colored Toner \$737.32, Photocopier Toner \$188) |
| <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. | | |
| Educational Software (Object Code 199) | \$7,320.80 | This will cover part of the payment for Achieve 3000 |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | \$36604 | _____ |

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 333 | Total number of ELLs | 312 | ELLs as share of total student population (%) | 93.69% |
|--|------------|----------------------|------------|---|---------------|

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 | Tot # |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | 2 | 3 | 3 | 3 | 11 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 3 | 3 | 11 |

B. ELL Years of Service and Programs

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

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 228 | 74 | 2 | 80 | 33 | 2 | 4 | 1 | 0 | 312 |
| Dual Language | | | | | | | | | | 0 |
| ESL | | | | | | | | | | 0 |

| ELLs by Subgroups | | | | | | | | | | |
|---|------------|-----------|------------------|-----------|-----------|------------------------------------|----------|----------|----------|------------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| Total | 228 | 74 | 2 | 80 | 33 | 2 | 4 | 1 | 0 | 312 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

| | | |
|--|---|-----------------------|
| Number of Bilingual students (students fluent in both languages): ____ | Number of third language speakers: ____ | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: ____ | Asian: ____ | Hispanic/Latino: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ | Other: ____ |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|------------|
| Beginner(B) | | | | | | | | | | 65 | 62 | 50 | 15 | 192 |
| Intermediate(I) | | | | | | | | | | 13 | 11 | 25 | 38 | 87 |
| Advanced (A) | | | | | | | | | | 3 | 0 | 8 | 22 | 33 |
| Total | 0 | 81 | 73 | 83 | 75 | 312 |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/ | B | | | | | | | | | | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| SPEAKING | 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 |

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

| New York State Regents Exam | | | | |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 236 | | 28 | |
| Integrated Algebra | | 169 | | 33 |
| Geometry | 162 | | 29 | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | 41 | | 12 |
| Living Environment | | 221 | | 50 |
| Physics | | | | |
| Global History and | | | | |
| Geography | | 113 | | 26 |
| US History and | | 149 | | 45 |
| Foreign Language | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 47 | 53 | 45 | 48 | | | | |
| Chinese Reading Test | | | | | | | | |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The Literacy Department administers the Brigance Baseline Assessment to all students at the beginning of the year. This test determines a student's literacy in several areas. Students' reading level in English is measured through a series of short reading passages accompanied with multiple choice or short answer questions. The students' writing abilities in English is measured two ways:

through a listening/spelling test, and through two different writing prompts. One prompt requires students to write an informal letter, and another requires students to write an argumentative essay. The written work is graded against a 4-point rubric.

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

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

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

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

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

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

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

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

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. 9th Grade students are divided into mostly Beginner and Intermediate students, with more Intermediate students in Listening and Speaking than Reading and Writing. Most students are beginners in Reading and Writing. 10th, 11th and 12th Graders follow the same pattern, which is majority of the students scoring Intermediate in both Listening/Speaking and Reading/Writing. In the Regents exams, students have a higher passing rate in tests taken in Spanish, with the exception of Global History.

b. The ELL Periodic Assessment provides data that guides English and ESL teachers in preparing students for the NYSESLAT. Since the assessment is most patterned after the NYSESLAT, focusing on language acquisition skills, teachers are able to focus on developing specific skills needed by the students. The item analysis part of the Periodic Assessment results allow teachers to identify these needed skills.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The school follows a uniform lesson plan format, which includes a Language Objective and a Criteria for Success. These ensure that planning for instruction is a process that includes tasks that develop literacy skills of students in both Spanish and English in all subjects. Also, the consistent use of formative assessments and exit slips allow for strategic instructional decisions while a lesson is being

conducted.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Ultimately, the same measures the city and state use to determine the success of the school determines the success of the ELL program. This is due to the fact that our student population is made up of 93% ELLs. The results (passing rate and progress) of state assessments (NYSESLAT, Regents Exams, progress in Performance Based Assessments) determine the success of the school's program for the ELLs. The school also looks at credit accumulation and whether a student is on track to graduate with their cohort.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Initial Identification
Upon enrollment to Multicultural HS, students who are entering the New York City school system for the first time are administered the Home Language Identification Survey (HLIS) with the participation of the parent(s). Both parent(s) and student(s) are interviewed by the guidance counselor and/or Parent Coordinator in addition to the HLIS. The interview and the HLIS determine whether another language is spoken, understood, read and written by the child at home or at a previous school. The student is eligible to be tested with the Language Battery Assessment-Revised (LAB-R) and the Spanish LAB (if applicable) if one question in Part 1 and two questions in Part 2 of the HLIS are answered with a language other than English. The Coordinator for English Language Learners (ELL Coordinator) conducts the informal interview with the child to gauge his/her basic communication skills in English. The ELL Coordinator or an ESL teacher tests the student with LAB-R/Spanish LAB within the first 10 days of enrollment and hand-scores the test immediately to determine:
(1) if the student is eligible for services; and (2) the amount of ESL and NLA (if applicable) units as per CR Part 154 requirements. A Spanish teacher administer the Spanish LAB-R to determine the student's language of dominance and level of Spanish language proficiency.
Based on the exam results, parents are given Entitlement Letters to acknowledge their child's eligibility to receive ELL support services or Non-Entitlement letters. On the day of the Parent Orientation, they are also given the Program Selection Forms. Parents view the Parent's Orientation Video in their preferred language, and select their preferred program after having the opportunity to discuss concerns and ask relevant questions with the ELL Coordinator.
Students who are not entering the New York City school system for the first time are tested for English proficiency annually using the New York State English as a Second Language Achievement Test (NYSESLAT). This test assesses the English language proficiency levels demonstrated in the modalities of Listening, Speaking, Reading and Writing. Scores are used to determine the students' proficiency level, which can be either a Beginner, Intermediate, Advanced or Proficient level. These scores are obtained from the Automate The Schools system (ATS) and are distributed to the staff, parents, and students.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If a student is identified as an ELL, the Guidance Counselor or Parent Coordinator shows the Parent Orientation Video so that the parent is informed of the three program choices available for ELLs:
 Transitional Bilingual Education Program (TBE) – content area instruction is provided in the student's native language with intensive support in ESL. The amount of time students are taught in English is determined by the students proficiency level. English as a Second Language (ESL) classes, English Language Arts (ELA) classes, and Native Language Arts (NLA) classes aide student's

development in English proficiency.

Dual Language Program (DL) – classes develop students’ proficiency in their native languages, as well as skills in English.

Students who are native speakers of English are given the opportunity to learn a second language.

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

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

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

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

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Trend in Program Choices – During the first 4 years of the school, 100% of the parents chose the Transitional Bilingual Program. Two years ago, there were 4 parents out of 39 who chose the Freestanding ESL Program. The rest chose the Transitional Bilingual Program (TBE). This year, only 2 parents chose the Freestanding ESL Program and the other 53 parents/guardians chose the TBE Model. So far this year, just like last, 100% of parents chose the Transitional Bilingual Program for their children.

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a. Organizational Models – The school is organized according to departments. The ELA, ESL, and NLA teachers belong to the Literacy Department. Content area subjects are considered separate from self-contained ESL classes. However, teachers from different departments who teach the same grade level integrate with content area teachers in different departments to support content area instruction. ESL teachers work with the content area teachers to reinforce topics in the ESL classroom. This is done during common planning time. Furthermore, the teaching staff goes through weekly professional development to create assessments, analyze data, find trends in assessment results, and discuss strategies effective for the needs of our students.
- b. Program Models – Students at Multicultural High School travel together from class to class. These blocks are determined by the following factors: (1) credit accumulation, (2) number of Regents Exams passed, and (3) NYSESLAT proficiency level. The blocks are also determined by students' grade levels, although a class may have students in different grade levels depending on the first three factors mentioned above. The school uses a trimester model to give students the maximum opportunity to obtain credits.

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Instructional Minutes for ESL, ELA, and NLA – Multicultural High School has classes in 58-minute periods. Beginner and Intermediate students are programmed in 2 periods of ESL everyday (totaling 580 minutes per week), and Advanced students 1 period of ESL and 1 period of ELA per day (totaling 290 minutes per week for ESL and 290 minutes per week for ELA). All ELLs also receive support in the form of Native Language Arts (NLA) classes and an NLA teacher pushing in ESL classes two periods a week. There are 4 ESL teachers, 3 ELA teachers, 1 Reading Specialist, and 3 Spanish teachers on the staff to provide instruction accordingly.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Beginner students are programmed in content area classes with explicit instruction in Spanish. However, content area teachers may introduce vocabulary in both Spanish and English to support students' language acquisition in English. Furthermore, content area teachers introduce classroom routines and procedures in Spanish and then translate in English to provide students with an opportunity to develop their Basic Interpersonal Communication Skills (BICS). The ratio followed by content area teachers is instruction in 25% English and 75% in Spanish. Intermediate students receive instruction in 50% English and 50% Spanish. Advanced students receive instruction in 75% English and 25% Spanish.

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

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

As part of CUNY NYSIEB, the school also has an ongoing creation of a multilingual ecology within the campus. Developing a print-rich environment and making materials available in both English and Spanish are the main components of this ecology. Students are provided with Spanish-English dictionaries in all classrooms, and teachers are provided with cognate dictionaries to support lesson planning and making purposeful choices in what key vocabulary to focus on.

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

Differentiated Instruction

a. SIFE – Students with Interrupted Formal Education (SIFE Students) are programmed in the same block. The 9th and 10th Grade SIFE students are combined in one block, and the 11th and 12th SIFE students are another block. The teachers of SIFE students meet with the Assistant Principal weekly to discuss assessment, target skills and strategies that can best serve that population. Using common planning time, teachers review the curriculum across departments to ensure that both linguistic and academic goals are supported in different content areas, and are part of each lesson. Following the content based language learning model, ESL teachers collaborate with content area teachers to reinforce topics in the language classroom. Assessment alignment to state exams, as well as data review, are also discussed during common planning time.

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

SIFE students are also programmed to take Saturday Academy classes to increase language exposure and recover any credits they may be missing. They are also programmed into an 8th period class, which is an intervention class for credits they are missing or for Regents Prep.

b. Newcomers (Less than 3 years)

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

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

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

c. ELLs 4-6 years

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

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

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

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

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

d. Long-term ELLs (6 years up)

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

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

Students in this group also have access to Rosetta Stone and Achieve 3000. Instructional Strategies for ELL-SWDs - Students with Disabilities are included in the mainstream classroom. Mainstream classroom teachers differentiate their lessons using the Universal Design for Learning model to scaffold for these students. The support of the Special Education teacher is requested and the teacher pushes-in to provide strategies based on students' needs.

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

e. Former ELLs

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content

areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|-----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts: | Spanish | | | |
| Social Studies: | Spanish | | | |
| Math: | Spanish | | | |
| Science: | Spanish | | | |
| | | | | |
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

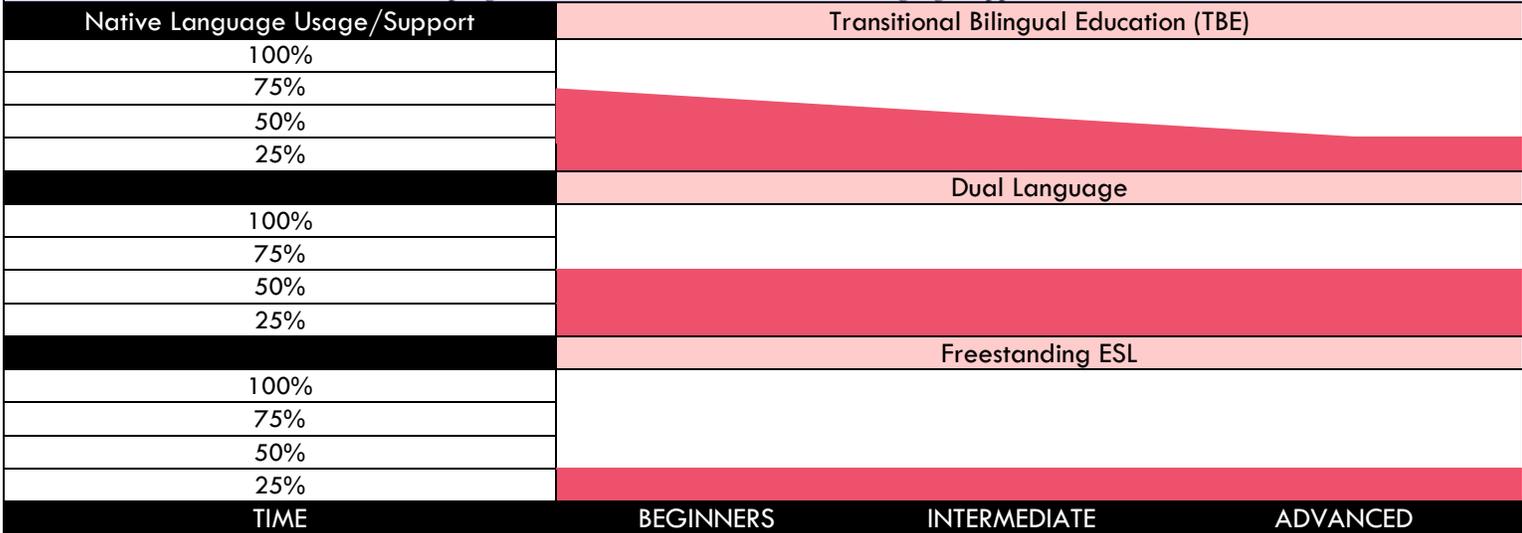
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Struggling students in content area subjects are programmed into 8th period classes and Saturday Academy programs. In these programs, teachers instruct in both English and Spanish and provide additional materials to reinforce content covered in regular school hours.
- In addition, the school has SIFE team that monitors the progress and success of intervention strategies for students who are either off-track from graduation, failing multiple classes in a term, or have been identified as having literacy issues. The Reading Specialist pulls out these students and provide literacy intervention.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since the students are staying for more hours in school and are given three opportunities a year to obtain credits, ELLs are receiving more support than the school has historically provided. Attendance rate has increased from the past year and students are showing more progress as revealed by the number of kids on track to graduation at the beginning of senior year.
11. What new programs or improvements will be considered for the upcoming school year?
- Computer-Aided Instruction - Currently, there is no 8th period class that uses technology to provide literacy intervention to our students. Beginning in December, students will have the option of being programmed into an 8th period class that uses Achieve 3000 and Rosetta Stone as programs that will develop English proficiency.
 - Student Empowerment Council (SEC) - This is the second year we will be having a student empowerment program that involves having class representatives and key members of the student body who act as student leaders. These students facilitate monthly Town Hall meetings to discuss the needs and concerns of the students in their grade level. They also meet with their advisor and the Principal of the school on a monthly basis to communicate the needs and concerns of the students in their grade level, as well as to have an ongoing dialogue with the teaching staff and administration of the school.
 - Advisory Program - We are also piloting an advisory program, where each teacher is responsible and accountable for 15 students. These advisors are to track students in the grade level they teach in terms of progress towards graduation.
12. What programs/services for ELLs will be discontinued and why?
- After School Program - Since students are programmed into 8 periods of class every day, until 4:15PM, there is no need for an after school program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Students are programmed into 8th period classes based on needs and interest. If a student has a request, their programs are changed based on availability and with the priority of helping the student work towards being on track to graduation. In addition, teachers may propose programs to the administration, and pending approval, advertise these programs school-wide. The teachers first reach out to the students in their classes to see if there is an interest in participating in such programs. Then, the program is recommended by either other subject teachers or the guidance counselor, depending on the student's performance in classes. Finally, flyers are distributed and posters are put up to ensure that everyone in school is aware of the programs they can avail of.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- SmartBoard
 - Internet Access
 - Spanish-English Dictionaries
 - Achieve 3000
 - Rosetta Stone
 - Laptop Carts and the Computer Room at 465
 - Audio-Visual Material to support textbook content (CDs, DVDs, etc.)
 - RIGOR books
 - Multi-language texts
 - Leveled text with high interest topics, available in Spanish and English

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students are programmed to take one class in Native Language Arts every semester. If a student tests out, they take Spanish as an advanced foreign language class, possibly to take the AP Spanish exam.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The programs and services offered to ELLs are planned in accordance with the needs of high school students who are preparing to go to college. Our resources and materials are college-preparatory level materials. Furthermore, in offering 8th period programs that are high interest (such as drama, sports and music), students are given opportunities to develop literacy in a creative manner. SIFE students also receive instruction in subjects they are failing or where they need to pass Regents Exams during 8th period.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Students who are new enrollees come in during the summer to receive orientation into the new school. This orientation is conducted by the Student Empowerment Council, in partnership with the teaching staff and administrators of the school.
18. What language electives are offered to ELLs?
Language Electives are offered in advanced Spanish to prepare students for the AP Spanish test.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

2. The school provides Staff Development during Common Planning Time. Furthermore, the school uses Chancellor's conference days and faculty conference days, as well as hours during Regents Exam Week, to provide workshops for the teachers. Topics discussed in these sessions include:

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

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

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

4. The in-service session in September as well as all Chancellor's Conference Days are devoted to staff development workshops that introduce strategies in helping ELLs achieve college-readiness. These sessions exceed the 7.5 hours mandated by Jose P. In addition, teachers are allowed to seek out and attend professional development on ELLs outside school during school days. The payroll secretary of the school makes copies of the workshop agenda and materials and keeps a file for each staff member's professional development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The parents of Multicultural High School students are involved in various ways:
 - a. Coming to the parent-teacher conferences during which this compact will be discussed as it relates to the individual students' achievement. This year, those meetings were/will be held on the following dates: October 24th and 25th, and March 27th and 28th.
 - b. Parents come for one-on-one meetings (scheduled or walk-in) with the Parent Coordinator, Guidance Counselor, Dean, and administrators to discuss the following issues:
 - i. Credit Accumulation
 - ii. Failure in Class
 - iii. Long-Term Absences
 - iv. Having more than 5 absences in a short span of time.
 - v. Behavior Issues
 - vi. Road to Graduation
 - vii. College Readiness
 - c. Helping our staff to organize events for students.
 - d. Teachers and student appreciation day.
 - e. Parent Teacher Association Meetings
 - f. Contributing on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council.
 - g. Second Cup of Coffee - follow-up breakfast meeting for parents who were unable to attend the last Parent-Teacher Association meeting.
 - h. Rosetta Stone on Saturdays - Parents come with their children to learn English using Rosetta Stone in the school Computer Lab.
 - i. Awards Night - Parents of high-achieving students are invited to the Semi-Annual Awards Night of the school.
 2. Our school is located on a campus school building where we share a Student Success Center run by The Cypress Hills Local Development Corporation of Brooklyn New York City where parents can get information about college.
3.
 - a. The school runs an annual school survey where they can let us know their needs.
 - b. The Parent Coordinator, School Dean, Guidance Counselor, and administrators develop a close relationship with students and their families. The Parent Coordinator is the primary person who is available to consult with parents regarding the progress of their children and the family's needs.
4. The Multicultural High School will further encourage school-level parental involvement to address parents' needs by:
 - hosting educational family events/activities during Open School Week and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
 - establishing a Parent Resource Center or lending library; instructional materials for parents.
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

School Name: Multicultural High School

School DBN: 19K583

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Alexandra Hernandez | Principal | | 1/13/14 |
| Peter Ng-A-Fook | Assistant Principal | | 1/13/14 |
| Ronald Quimis | Parent Coordinator | | 1/13/14 |
| Katrina Angeles | ESL Teacher | | 1/13/14 |
| Jenny Carrasco | Parent | | 1/13/14 |
| Maria Verrilli | Teacher/Subject Area | | 1/13/14 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Crystal Sanabria | Guidance Counselor | | 1/13/14 |
| | Network Leader | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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