



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

02M139

School Name:

STEPHEN T. MATHER BUILDING ARTS & CRAFTSMANSHIP HS

Principal:

LARRY D. GABBARD

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: Academic Intervention Services (AIS)

Section 5: Expanded Learning Time (ELT)

Section 6: Title I Program Information

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Stephen T. Mather Building Arts & Craftsmanship HS School Number (DBN): 02M139
At capacity 9-12 (currently only 9-10)

School Level: High School Grades Served: 10

School Address: 439 West 49th Street, 4th Floor, NYC, NY 10019

Phone Number: 212-399-3520 Fax: 212-245-4669

School Contact Person: Chad Hudson Email Address: CHudson4@schools.nyc.gov

Principal: Larry D. Gabbard

UFT Chapter Leader: Emily Williams

Parents' Association President: Migdalia Padilla

SLT Chairperson: Alex Harty

Student Representative(s): Viviana Garcia, Adrian Vargas

District Information

District: 2 Superintendent: Fred Walsh

Superintendent's Office Address: 333 7th Avenue, NYC, NY

Superintendent's Email Address: FWalsh@schools.nyc.gov

Phone Number: 212-356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: John Garcia

Network Number: 521 Network Leader: Alan Dichter

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:

1. 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*.
2. 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.**
3. 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)
Larry D. Gabbard	*Principal or Designee	
Emily Williams	*UFT Chapter Leader or Designee	
Migdalia Padilla	*PA/PTA President or Designated Co-President	
Lorraine Marshall	DC 37 Representative, if applicable	
Viviana Garcia Adrian Vargas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Naomi Kroll	CBO Representative, if applicable	
Chad Hudson	Member/Business Manager	
Alex Harty	Member/Teacher	
Harris Mintz	Member/Teacher	
Kadija McCord	Member/Parent	
Cheryl Peixoto	Member/Parent	
Mabel Pazos	Member/Parent	
	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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

- **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.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **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.
- **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.
- **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:

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

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. 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.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **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.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **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: 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)	Data from ARIS, Mock Regents, JumpRope Online Grading System, STAR Online Reading and Math Assessment	Targeted instruction including read alouds, guided reading, guided writing, and teacher modeling	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
Mathematics	Data from ARIS, Mock Regents, JumpRope Online Grading System, STAR Online Reading and Math Assessment	Targeted instruction including, guided instructions, teacher modeling, regular teacher check-ins.	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
Science	Data from ARIS, Mock Regents, JumpRope Online Grading System, STAR Online Reading and Math Assessment	Targeted instruction including read alouds, guided reading, guided writing, and teacher modeling	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
Social Studies	Data from ARIS, Mock Regents, JumpRope Online Grading System, STAR Online Reading and Math Assessment	Targeted instruction including read alouds, guided reading, guided writing, and teacher modeling	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Overage Students, Under-credited, Students with IEPs, Lowest third	Counseling Services	Small group/individual counseling, regular parent contact	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

A school wide advisory program with a fully developed curriculum has been implemented to foster academic and social-emotional growth in our students. This effective advisory program uses texts and materials developed from Educators for Social Responsibility (ESR) and strengthen peer mediation with professional development from ESR; and team building and implementation of Positive Behavioral Interventions & Supports (PBIS) with the support of Ramapo for Children. Altogether, these components will improve student participation as measured by daily attendance of at least 90%, create a positive learning environment through conflict management as measured by in-school detentions/suspensions of less than 5% per year and out-of-school suspensions of less than 1% per year, and lay the foundation for positive relationships among students, as well as between staff and students.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

- Students in need of culturally relevant instruction of skill building in core academic areas.
- Students who need to take one or more Regents exams.
- Students in need of culturally relevant instruction of skill building in core academic areas.
- Students struggling with a host of social/emotional issues such as homelessness, abuse, and incarceration.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The ELT activities are conducted Monday-Thursday, from 3:30pm-5:30pm. All students participating in the program receive snack at the beginning of the extended day. All are welcomed regardless of race, gender, sexual orientation, religion, language, ability or other factors in an inclusive environment where bullying is not tolerated, in accordance with the Dignity for All Students Act. Struggling students, especially ELLs and SWDs, will benefit from learning opportunities drawing on a variety of skills, with diverse opportunities to excel and receive deserved praise (a Search Institute Developmental Asset). Based on successful experiences working with students with IEPs, programs will utilize best practices such as scaffolding, differentiated instruction, and reinforcing content through art, music, and movement to support the success of all students.

- The following activities occur every Monday and Wednesday: hip hop club, Capoeira, math Regents prep tutoring, ROTC tutoring, and web design club. ELT hours are 3:30pm-5:30pm.
- The following activities occur every Tuesday and Thursday: music production club, visual arts club, and math tutoring. ELT hours are 3:30pm-5:30pm.
- The following activities occur every Tuesday: photography club. ELT hours are 3:30pm-5:30pm.
- The following activities occur every Wednesday: fitness club. ELT hours are 3:30pm-5:30pm.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary	X	Compulsory
---	---	-----------	---	------------

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

The program is open to and advertised to all students. In addition to school-wide posters, students are made aware of the program through teacher announcements and student word-of-mouth. However, students who are falling below mastery on the CCLS are mandated to attend.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Mather administrators, Mather teachers, Mather social work and Mather Guidance Counselor

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Mather Teachers, Admin for after school, per session money for the teachers and admin, online access, Castle Learning, JumpRope Grading System and data from STAR

Part 3c. Timeline for implementation and completion, including start and end dates.

June 6th, 2014 – June 30, 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
X	Title I 1003(a)		Title III		PTA Funded		Grants		School Success Grant		In Kind

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

--

Part 5 – Progress Monitoring

Part 5a. 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.

By February 2015, 50% of teachers will have been rated Effective, at a minimum, on classroom observations.

By February 2015, daily attendance will be at least 85%, climbing to at least 90% by June.

By February 2015, at least 50% of the students are demonstrating mastery on the content and CCLS across all four main content areas.

Part 5b. Complete in February 2015.

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

At the time of writing this CEP the midpoint as identified by the SIG was still in the future. However, we believe we will be on target by February.

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

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 development that ensures staff is highly qualified.

The strategies we use to the **recruit** teachers include:

- Posting on Open Market
- Attending Teacher Fairs
- Word of mouth/teaching program connections
- Advertising in trade publications

We then assemble a hiring committee (teachers, admin, parents and students) that culls through resumes, interviews candidates and selects the most qualified for the position.

For **retention** we:

- Provide support through a summer induction program
- Provide ongoing PD
- Host a spring retreat
- Hold a weekly teacher forum
- Use mentors
- And celebrate the efforts of teachers through recognition events

For **assignments**:

Teachers submit preference sheets each spring and assignments are made based on those as well as based on the needs of the school and the skill-set of the teachers. Conversations are held with teachers to ensure that the assignment matches desire and skill.

For **support**:

- All of the above is offered as support, plus we have an Instructional coach
- Frequent observations
- An open door policy for teachers to access admin and express concerns
- Off-site PD and training
- In-school PD training

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- **Instructional Coach:** Our instructional coach will provide teachers with ongoing individual instructional support to assist in their development of designing and implementing engaging, rigorous, and coherent CCLS based curricula. (ongoing)
- **Instructional Strategies Meetings:** Bi-weekly instructional strategies meetings will be led by the Mather instructional coach. The content of these meetings will be driven by teacher generated interest or teacher need as evidence by school administration. (biweekly)
- **Teacher Planning Time:** Weekly interdisciplinary and ICT co-planning sessions will provide teachers with regular opportunities to meet with both ICT partners and content area teachers to collaborate on curriculum design and implementation. (weekly)
- **Grade Team Meetings:** Weekly grade team meetings will provide grade team teachers with the opportunity to collaboratively share, analyze, and revise unit plans with purposeful feedback through the implementation of both critical lens and tuning protocol activities. (weekly)
- **Classroom Inter-Visitations:** Teachers will be provided with multiple opportunities to visit and observe their colleagues who have demonstrated their ability to design and implemented engaging, rigorous, and coherent CCLS based units and lessons.
- **CUNY Instructional Leadership PD Series:** Selected Mather teachers will attend an annualized series of instructional leadership PDs hosted by our cooperating CUNY network partner. The Mather teachers will then be on the PD Committee to work with the instructional coach on PD offerings and the year-end retreat.
- **Atlas Rubicon:** Teachers have access to and will receive continuous training on utilizing the Atlas Rubicon online curriculum platform. By uploading their individual curriculums on Atlas, teachers will have ongoing opportunities to collaborate online with both their ICT partner and interdisciplinary peers.
- **Supplementary Curriculum Development Days (3):** Teacher's will be provided with three (3) opportunities to attend paid supplementary curriculum development workshops. These workshops will provide teachers with further opportunities to work individually with the instructional coach, collaborate with peers and administration, and time to input their curricula planning into the Atlas system.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

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.).

N/A

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 development provided regarding the use of assessment results to improve instruction.

Firstly, using Mather planning templates, teachers align priority and supporting CCL Standards to assessments in lessons and units. They share these within grade-level teams and in department's teams for feedback. We use common planning time and PD time to further strengthen the assessments. In addition, an instructional coach is also available to work with teachers on strengthening their assessments aligning to the CCLS.

We also use assessment data from STAR math and reading to group students so that instruction can be tailored and scaffolded toward student needs. Teachers also use data from mock Regents exams.

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	86,646	X	9,11,12,13
Title I School Improvement 1003(a)	Federal	156,522	X	9,11,12,13
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	74	X	9,11,12,13
Tax Levy (FSF)	Local	1,555,963	X	9,11,12,13

¹Explanation/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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **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 7: 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. **[School name]**, 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. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 2	Borough Manhattan	School Number 139
School Name S T Mather Bldng Arts & Crftsmnshp HS		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	84	Total number of ELLs	11	ELLs as share of total student population (%)	13.10%
--	-----------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0				0
Dual Language <small>(50%:50%)</small>										0				0
Freestanding ESL														
SELECT ONE										1				1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	0	0	0	1

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0
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	0	0	0	0	0	0	0	0	0	0
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										10				10
Chinese										1				1
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	11	0	0	0	11

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)										2				2
Advanced (A)										9				9
Total	0	11	0	0	0	11								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	6	5			11
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	5		5		1				11
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			5		6				11

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We utilize two formal diagnostics for all incoming ELLs aside from the Lab-R. An English diagnostic is administered and two skill based assessment (Wyatt for reading comprehension and Slosson for decoding). Results of these diagnostics reveal two important data points. Reading comprehension skill deficits and writing skill deficits so that we can monitor and design intervention programs for

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing our students' data, most need additional help in writing skills. 9 of our students are already at an Advanced level according to the NYSESLAT and 2 are at the intermediate level. The two at an intermediate level do struggle in their classes, and both have IEPs. A writing program is starting in February for all students but will truly support the ELL Students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

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

N/A - high school

6. How do you make sure that a child's second language development is considered in instructional decisions?
We plan our lessons with differentiation in mind, plus the ESL teacher co-teaches and scaffolds lessons provided from the core teachers as necessary for students in their classes. In addition, we have adopted the Hochman Writing program designed to improve ALL student's English language skills, not just in writing, but also in oral communication.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A - No dual language program

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All students are given the Home Language Identification Survey, the survey is included in our first day take home packet. (None of our students were new this year, however the next piece is in anticipation of our growth.) Students from out- of-state/country are interviewed by the testing coordinator and ESL teacher to assess spoken English proficiency. Our initial interview with the student consists of oral skills determination as well as reading level determinations. All new students are administered the LAB-R by the first week of admission into Mather HS. Results are reported and their individual program designed. If the student is identified as needing ESL and related services, it is programmed into their schedule. All testing such as LAB-R and NYSESLAT is administered by our testing coordinator, which is determined by the RLAT report in ATS.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our students' parents are provided DOE information outlining these programs in general. Then, parents are given a packet of information about our ESL services. In September, all parents of new and returning students are given information in their "First Day" packet. All parents are met with individually to discuss the school's programs as well as their student's individual support. We have teachers who are programmed to support ESL instruction. Mather does not have a bilingual or transitional program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
All forms and letters are distributed collected by the advisor. Advisors are responsible for 10 -15 students. All parent communication begins with the advisor. All of our students have separate parent meetings to complete and return all the required forms. Entitlement forms, parent survey and program selection forms are distributed by the advisor and filed in the main office after completion and review by ESL teachers and Principal. The ESL coordinator and business manager also follow-up with calls, and if necessary, new letters are mailed, until the form is returned. They are secured and stored in a locked file cabinet in the principal's office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
We run the RLAT report to determine the studnets and their proficiencies. The students are scheduled with Mr. Aziz or in team teaching classes as necessary. Parents and students identified as needing additional ESL services such as (extention of services) meet with the Principal and programmer of the school. The meeting discusses programs we offer as well as additional classes students will have. Our meetings include translators in Spanish and Chinese to help parents and students understand our programs.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
We used ATS reports (RLER) to determine which students are eligible and in need of the NYSESLAT. Tests are ordered. The date is set; studnets and parents are notified; Mr. Aziz administer's the test during a time that does not infringe on the acadmeic program of the students. We follow the process of the test administrator's guide.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
N/A - new school

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

They are not presently evaluated in their native languages.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We do not have a SIFE program.

b. We do not currently have a newcomers program.

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

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

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

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

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

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

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

d. Same as 3.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All teachers are on a grade-level team and share the resources available to ALL students. All rooms are wireless with internet capabilities, all ELLs students have MP3s with all literature and whole class novels to support them in English. Voice recognition software is used to help ELLs with oral comprehension. All books have native language translations.

Textbooks are used in classes where ESL support is needed. ESL support from the ESL teacher is used when translating notes and lectures during small group instruction.

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0		

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

Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

N/A

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

N/A

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. We have a new Parents Association with presently no ESL parents participating. However, both PA presidents speak Spanish, and all events and meetings have Spanish translators present.
 2. No.
 3. Through the needs assessments data survey sent to all parents at the beginning of the school year.
 4. Most parents involvement activities are tied around students achievement and performances. All parents have voiced their want for more performances and presentations by their students after school.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: Mather Bldng Arts & Crftsmnshp

School DBN: 02M139

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

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