

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**12X521**

**School Name:**

**METROPOLITAN SOUNDVIEW HIGH SCHOOL**

**Principal:**

**MICHAEL LANAGHAN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 12X521  
School Type: Limited Unscreened Grades Served: 9-12  
School Address: 1300 Boynton Ave  
Phone Number: 718-860-8240 Fax: 718-860-8232  
School Contact Person: Lydia Villanueva Email Address: lvillanueva@schools.nyc.gov  
Principal: Michael Lanaghan  
UFT Chapter Leader: Siobhan Flanagan  
Parents' Association President: Marie Vasquez  
SLT Chairperson: Emarilix Lopez  
Student Representative(s): Yaksi Espinobarros, Vigelkis Jimenez

**District Information**

District: 12 Superintendent: Elaine Lindsey  
Superintendent's Office Address: 1 Fordham Plaza, Rm. 842A  
Superintendent's Email Address: elindse@schools.nyc.gov  
Phone Number: 718-741-3157 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: \_\_\_\_\_  
Network Number: CFN 107 Network Leader: Nancy Scala

## 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 Comprehensive Educational Plan (CEP) 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)
Michael Lanaghan	*Principal or Designee	
Siobhan Flanagan	*UFT Chapter Leader or Designee	
Marie Vasquez	*PA/PTA President or Designated Co-President	
Lydia Villanueva	DC 37 Representative, if applicable	
Vigelkis Jimenez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Yaksi Espinobarros	Member/ Student	
Silvia Patalano	Member/ UFT	
Diana Jacobsen	Member/ UFT	
Magda Sanchez	Member/ Parent	
Shahana Alam	Member/ Parent	
Francisco Zapata	Member/ Parent	
Carmen Ortiz	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> 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

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **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.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** 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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Metropolitan Soundview High School offers students a calm and close knit environment, intensive instruction in English and math and lots of attention from teachers. It is modeled after Metropolitan Soundview High School and embraces the "Metropolitan" mission of serving students from underserved neighborhoods by exposing them to a college preparatory curriculum. Metropolitan Soundview opened in 2011 with 96 freshmen and now has all four grade levels 9 – 12 and 420 students.

Founding principal Michael Lanaghan taught social studies for six years at the flagship Metropolitan High School before leaving to open Metropolitan Soundview. He is joined by a founding AP, several teachers and office personnel who also began at the original school.

The school admits a range of students. To address the broad range of skills, students get lots of attention from teachers through daily advisories, smaller math and English classes for the lowest performing students and lots of emphasis on character development.

The tone is calm and orderly. In hallways, students are at ease speaking with their teachers, guidance and administration. . In classes, most students stay on task thanks to the presence of at least two adults, typically both teachers, in the room. Students are taught to present themselves in a respectful manner. Visitors to classrooms are greeted at the door by a student who introduces herself, identifies the class, describes the lesson in progress, and welcomes the guests into the room. MSHS provides ICT (Integrated Collaborative Teaching) classes for IEP students and English language learners.

All students take two periods of English and math classes each day, which are organized according to skill level. Those with the weakest skills are assigned to classes as small as 8 or 10. In English, struggling readers start off with books geared for the middle grades, such as Sherman Alexie's "The Absolute True Diary of a Part-Time Indian." Students with weak math skills start off with pre-Algebra.

English and math classes for stronger skilled students run larger, ranging from 15 to 32, and tackle a traditional high school-level curriculum. Among stronger 9<sup>th</sup> graders, most take Algebra, but a few start off in Geometry, having passed the Algebra Regents in 8<sup>th</sup> grade. History and science classes are not broken down according to skill level. To help all students keep up with instruction in these subjects, the school maintains multiple sets of text books. Stronger students are assigned high school level text books, while struggling readers use easier-to-read versions that cover the same content taught in class, though at a more simple level. Students in the 9<sup>th</sup> grade receive an ELA diagnostic. Students scoring at levels 1-2 participate in AIS. The AIS program is tiered. Students are assigned to Empower 3000, Wilson Just Words or Wilson Reading Program according to their score on the diagnostic.

The school day is dedicated to academic classes with very few elective classes. Students take a technology class in the 9<sup>th</sup> grade and start their foreign language instruction in Italian in 10<sup>th</sup> grade. In the upper grades, students will take Advanced Placement classes and College Now courses at Lehman College and Hostos Community College. A core group of 12<sup>th</sup> graders will participate in a STEM elective. All students must complete 20 hours of community service each year.

Students take nine periods of classes Monday through Thursday, which is roughly 45 minutes longer than the standard 8-period school day. There are shortened days on Fridays. All students are required to wear the school uniform of light blue polo shirts and black or blue pants (other than jeans).

Metropolitan Soundview is housed inside the Monroe High School Campus Building. Metropolitan Soundview has a brand new science lab and two different computer labs. There is a health clinic onsite as well as a LYFE Center that

provides daycare for children of students. During our after school program students can participate in campus-wide PSAL sports teams and a campus-wide leadership program that emphasizes community service. Tutoring is offered after school and students can participate in school-based clubs including art, dance, flag football, and fitness. As part of our college prep vision/mission, all students in the 11<sup>th</sup> - 12<sup>th</sup> grade participate in a college advisory class that focuses on SAT preparation, college search and application process. The school will graduate its first class in June 2015 and is excited to see the impact of the college preparatory courses on students' admissions to post-secondary programs.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Since the opening of the school four years ago, MSHS has been steadfast in building capacity with its young staff, focusing tactically on development of instruction, infrastructure, and routines to provide supports necessary to close the achievement gap for the school's high- needs student body. Teachers work with Generation Ready consultants to develop their pedagogy, lesson planning, and curriculum development, resulting in departmental curricula that are aligned to content standards and Common Core Learning Standards (CCLS). In many classes, two teachers are assigned to partner together to team teach, expanding collaboration and mutual accountability in providing support to students and promoting academic achievement. Furthermore, the recruitment of dual- licensed general and special education certified teachers enables greater flexibility in programming to meet special needs. Students in the ninth grade participate in an AIS program, tiered by need, as part of their double ELA and math program. As a result of these practices, 80% of ninth and tenth grade English students with disabilities are on track in terms of credit accumulation. Additionally, for 2013-2014, the school achieved a 71% pass rate in Regents' Algebra, with 22% of students scoring at the college ready threshold, for ninety-nine ninth and tenth grade participants and a 70% pass rate in Comprehensive English, with 39% of students scoring at the college ready threshold.

Teachers utilize Understanding by Design (UbD) in developing an effective framework to deliver a standards-driven curriculum, teachers identify explicit learning outcomes that require students to interpret, apply, and evaluate perspectives. Incorporating the principles of Universal Design for Learning (UDL), teachers deliberately develop curriculum and scaffolds for learning to ensure that all students have the support they need to access grade level tasks. Across departments, teachers develop tools for students such as graphic organizers, guided notes to introduce new topics, lists of signal words for argumentative and persuasive writing, sentence starters, paragraph outlines, and use visuals, videos, and bolded key words in hand-outs to promote students' learning. Students, including English language learners and students with disabilities, across classrooms, participate in academic tasks that require them to apply and extend their learning.

The 2013 – 2014 Quality Review revealed the school has not intentionally defined parameters for the integration of literacy skills into daily instruction across content areas. Lessons tend to be teacher dominated with discourse primarily focused between teacher and individual students. The lack of consistent opportunities for students to engage with each other and publicly defend their thinking limits full ownership, creating lower levels of energy in classrooms.

Academic department teams meet daily to revise curricula, engage in protocols of lesson study and looking at student work. However, in-depth analysis of student work is still a growing skill. Currently, the use of rubrics with specific feedback to students is not well established. Rubrics are used mainly by teachers to grade.

### Part 2 – Annual Goal

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

The Metropolitan Soundview High School will improve student outcomes during the 2014-2015 school year through student centered instruction. The school will move toward a student centered learning environment by:

1. Developing collaborative practices through cooperative and collaborative learning.
2. Embedding literacy skills across content areas.
3. Creating instructional coherence by aligning school instructional practices.

By June 2015 student outcomes in the NYS Algebra and Comprehensive English Regent will increase by 5%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The following research-based programs will be implemented to bolster and support instruction: Empower 3000, Wilson Just Words, Wilson Reading Program, Nova Net and Carnegie Learning CCLS Algebra Curriculum.</p> <p>The school provides one-to-one teacher support and professional development through Generation Ready instructional coaches and network instructional liaisons.</p> <p>The school will establish professional development cycles that provides the school community with effective strategies that promote student centered learning including unit planning and task design. Cycles will run in 5-week intervals culminating in a feedback session on the 5<sup>th</sup> week. Professional development workshops will be determined by the school's PD committee. Workshops will be lead by MSHS' Master Teacher.</p> <p>Academic department teams will meet daily to set goals, norm in understanding of student strengths and rigorous instruction through lesson study and looking at student work.</p> <p>Academic department teams will design departmental rubrics.</p>	<p>Students in grades 9-12, lowest third</p> <p>Teachers</p> <p>Teachers, Students in grades 9-12</p>	<p>September 2014 – June 2015</p> <p>October 2014 – January 2015</p>	<p>Principal, Assistant Principal, Teachers, Department Team Leaders</p> <p>Principal, Assistant Principal and Generation Ready consultants</p> <p>Professional Development Committee, Master Teacher, Department Team Leaders, Principal, Assistant Principal and Teachers</p>
<p>In the 9<sup>th</sup> grade, students receive targeted AIS services through the Empower 3000 and Wilson Just Words and Reading programs. These interventions are designed to increase students reading comprehension and fluency. The classes are tiered by need using Response to Intervention (Rtl) best practices.</p> <p>Overage and under credited students work on credit accumulation throughout the school day. Their instructional program includes on-line courses through Nova Net. This affords them the opportunity to recover credits and advance towards graduation.</p> <p>The school will establish professional development cycles that provide the school community with effective strategies promoting student centered learning including literacy strategies and appropriate scaffolds in task design to make content and text accessible to students.</p>	<p>Students in grade 9</p> <p>Students in grades 10 - 12</p> <p>Teachers</p>	<p>September 2014 – June 2015</p>	<p>Assistant Principal, AIS Teachers</p> <p>Principal, Assistant Principal, Assigned Teacher(s)</p> <p>Professional Development Committee,</p>

			Principal, Assistant Principal, Network Liaison, Generation Ready Consultants
Through the implementation of a strong School Leadership Team and Parent-Teacher Association the school community will create space for parent voice. The school will invite parents to participate in workshops and family night events at the school designed to inform parents of academic expectations and how to support their growth.	Parents	September 2014 – June 2015	Principal, School Leadership Team, PTA Board
Through raising expectations, moving towards a student-centered classroom environment and integrating student peer leaders into classroom to work one to one with students we will create a community of interdependence and collaboration thus fostering an environment where students are comfortable taking academic risks.	Teachers, Students in grades 9 - 12	September 2014 – June 2015	Principal, Assistant Principal, Departmental Team Leaders, Teachers

#### **Part 4 – Resources Needed**

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

Human capital, purchasing of research-based instructional curricula, flexible student scheduling, common planning time, embedded departmental meeting time, additional teaching periods for identified teachers and monetary funding for compensation.

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

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

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

MHS will conduct a midyear reassessment in late January and early February. January Regent scores, student outcomes on finals, credit accumulation, increases in lexile levels of students in grade 9 and pass rates will be used as indicators of progress toward meeting the specified goal of a 5% increase in pass rates. This will also allow adequate time for revision of action plan if necessary.

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

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

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Metropolitan Soundview High School seeks to promote and nurture a safe, supportive learning environment that fosters student achievement. In our first four years we have worked to create a culture that is built upon our staff's service to students, fosters mutual respect, and helps to build a positive work ethic. In our school's 2013-2014 progress report, our school achieved an 87.6% in the category of school culture and a 92.8% in the categories of academic expectations, communication and engagement.

Evidence of our school's strengths in this area can be found in our Quality Review and student achievement data. One of our central tasks as a school is to provide avenues for student voice and choice. This is exemplified in our school's LOCK philosophy: Literacy, Opinion, Choice, and Knowledge. We seek to make students feel safe and integrated into the school culture. Our staff demonstrates a dedicated effort in developing the social-emotional learning that can help students make progress toward established academic benchmarks. Students express trust in their teachers, administrators, and guidance counselors and seek out their assistance when needed. We seek to build a school environment where collaboration, discussion, and empathy inform staff and student decision-making. Evidence of this is detailed in our school's Quality Review and includes the diverse array of school clubs, the selection of new electives, and changes in programming which in many cases have occurred based on both student and staff feedback. Programs like Peer Group Connection, which utilizes upperclassmen who serve as peer leaders, provides valuable support and mentorship to our incoming freshmen will be implemented in September 2014.

Part of our strategy in creating a supportive academic environment is ensuring that teachers are respected and listened to MSHS community stakeholders. Teachers utilize team meetings and staff development to collaborate and grow professionally. It also allows staff to voice concerns and communicate with their colleagues and administration in a way that ensures timely feedback and follow through.

As evidenced in our school's 2013-2014 School Survey Report, 76% of students at Metropolitan Soundview High School feel that our school offers enough variety of programs, classes, and activities to keep them interested in school. This ranks above both the Bronx and city average. In addition, 98% of parents are satisfied with the education that their has received and 94% of teacher would recommend our school to parents. Both of these statistics are well above the city average and show that we have put an emphasis on building a positive and welcoming school environment for all stakeholders.

There are some areas related to our culture and environment where our school looks to improve. One of the key elements of school culture is student engagement with the school community and curriculum. While home factors often affect attendance, a lack of engagement and motivation at school can also lead to chronic absenteeism. During the 2013-2014 school year our school had an overall student attendance rate of 80.6% according to our School Quality Guide. This is a number that we look to improve in the coming school year.

### Part 2 – Annual Goal

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

By June of 2015 our school plans to improve overall student attendance to at least 85% as measured by internal ATS reports and our School Quality Guide. This goal is specific and measurable since it targets a specific quantitative goal for student attendance. This year our school had an 80.6% attendance rate. We believe that a 5% increase is certainly achievable. It is a relevant goal since better attendance leads to higher achievement in academic subjects. Also according to the School Quality Guide our current attendance rate of 80.6% is "Approaching Target" while the goal attendance rate of 85% would meet the DOE target metric. In addition it is actionable but still leaves room for continued improvement. Finally, setting this goal for the end of the June 2015 school year allows us to re-assess our efforts at the end of the school year and make the necessary adjustments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Use data from the monthly reports on attendance percentages to identify students who are LTA, or chronically truant. To target these students we will make phone calls, set up parent meetings, and make home visits.	Long term absentees and chronically truant students	September 2014 – June 2015	The attendance committee, Community Associate, and attendance teacher
Attendance team meets monthly. Our Community Associate will lead the attendance team and make personal phone calls to all absent students.	All students who are absent	September 2014 – June 2015	Attendance Committee, Community Associate
PBIS incentive system to reward students for their good attendance. We will do this through perfect attendance dress down passes, LOCK dollar rewards for student who are on time, and publicly recognizing perfect attendance at our monthly Town Hall meetings.	Entire student body	September 2014 – June 2015	Assistant Principal, Dean, and support staff
Teachers will follow up with students who are having attendance problems, making phone calls home and having personal conferences with the students. We will use our weekly staff meetings and grade level meetings to communicate this need to teachers and to follow up on progress.	Entire student body	September 2014 – June 2015	Administration, grade level leaders, full staff

### Part 4 – Resources Needed

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

In order to implement this action plan it will require active participation and effort from all stakeholders in the school community. In particular, we must maintain and utilize a functioning Attendance Committee and our office support staff must use attendance data to focus their outreach. In addition, administration, the dean, and guidance counselors will seek to utilize PBIS as a way of investing students in good attendance.

### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Service and program organization.									

**Part 6 – Progress Monitoring**

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

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

At the end of the fall semester (January 2015) administration will analyze attendance data along with the Attendance Committee to assess progress toward our goal of 85% school-wide attendance. A benchmark goal of 82% will be used in January 2015 as evidence of progress toward meeting our target goal by June 2015.

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-2014 Quality Review revealed the need to integrate the schools’ belief of how students learn best along with instructional practice. During the 2014-2015 school year a strong emphasis will be placed on establishing instructional coherence through the integration of common practices in the following areas: literacy strategies, pedagogical strategies that promote cooperative and collaborative learning, rubrics and protocols to guide reflective conversations on student work and lesson planning. Such practices will be introduced through professional development workshops at school-wide and departmental levels. This work will be supported at various levels. Administration will support through weekly extended cabinet meetings, classroom visitations and through the observation-feedback cycle. Individualized support will come from our Master teacher and Generation Ready consultants.

Specifically, The 2013-2014 Quality Review revealed:

1. Although teachers state that students know and use annotation skills to comprehend text, students were not observed employing this skill. As a result, students are not held accountable to practicing essential literacy strategies, impairing their ability to fully comprehend complex text on their own.
2. While students in all classes visited were very obediently engaged, tackling all required tasks to completion, lessons tended to be teacher dominated with discourse primarily focused between teacher and individual students. Thus, opportunities are missed for students to demonstrate their thinking at higher levels that promote personal investment in learning, rigorous verbal debate, and student questioning.
3. Development of common assessments in English and math, as well as the use of protocols to review student work, are providing a platform for discussion at team meetings reflecting back to curricula development and expected outcomes. Thus, it was unclear if teachers were normed in their understanding as to what specifically demonstrates student strength and/or need in terms of academic skills proficiency. Teachers discussed possible interventions but did not clearly assess overall grade and subject trends to consider potential pedagogy changes. Thus, the lack of consistent emphasis in harnessing common assessment data impairs potential adjustments to curriculum and instruction to further student academic outcomes.
4. While teachers circulate often, interacting with their students, and make good use of exit slips to assess student comprehension and plan next day lessons, the astute use of rubrics with specific feedback to students is not well established. Rubrics are used mainly by teachers to grade. Written comments to students tend to be general in nature and do not reflect the specificity of rubric criteria. As a result, the identification of key next steps in implementation of strategic instructional adjustments is hindered and students miss opportunities to self-assess and understand next steps for acquisition of skills.

### Part 2 – Annual Goal

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

In 2014 – 2015, every two weeks teachers will complete a lesson study, a student work analysis and a reflection on assessments to improve instruction and revise curriculum. By the end of the year each teacher will have taken part in 15 lesson studies, 15 analyses of student work and 15 reflections on assessments that have improved instruction

and revised the curriculum.

Teachers will engage in weekly professional development on pedagogical strategies that promote cooperative and collaborative learning

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Weekly Professional Development planned and created by the PD Committee will center on student centered learning and literacy skills.	All teachers	September 2014 – June 2015	PD Committee, Assistant Principal
Weekly lesson study during department meetings for teachers to give feedback and improve upon a lesson plan.	All teachers	September 2014 – June 2015	Department Leaders, Principal, Assistant Principal
Weekly student work analysis protocol to analyze student needs and challenges.	All teachers	September 2014 – June 2015	Department Leaders, Principal, Assistant Principal
Weekly assessment analysis to use data to drive instruction and revise curriculum.	All teachers	September 2014 – June 2015	Department Leaders, Principal, Assistant Principal

**Part 4 – Resources Needed**

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

Human capital, Professional Development time and money, Common Planning Time, Embedded Departmental Meeting Time, Per Diem money to cover teacher schedules.

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

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

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

By Feb. 15, the progress will be monitored to see if the school is on track to complete the goal of 7 lesson studies.

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Since the opening of the school three years ago, the principal has been steadfast in building capacity within his young staff, focusing tactically on development of instruction, infrastructure, and routines to provide supports necessary to close the achievement gap for the school’s high-needs student body. This year the goal is to ensure that teachers are consistent and coherent in their use of instructional practices. In effort to support this goal, one vendor was selected to work with teachers to develop their pedagogy, lesson planning, and curriculum development, resulting in departmental curricula that are aligned to content standards and Common Core Learning Standards (CCLS). Another vendor was contracted to support teachers’ understanding of youth development and effective management and discipline, which has resulted in well-managed classrooms even though 64% of teachers have less than three years’ experience and overall 73% of teachers have less than five years’ experience. As a result of these strategic actions, students express that they are engaged in meaningful learning which has brought them academic success.

The key needs in relation to Effective School Leadership are to develop and the deliver the instructional and social-emotional support that drives student achievement. The goal is based on developing more teacher leaders to lead the department teams, grade level teams and socio-emotional support teams so that students feel supported and receive instruction that improves their academic achievement.

### Part 2 – Annual Goal

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

In 2013-2014, 58 students in the 2011 Cohort had passed all 5 Regents needed to graduate. In 2014 – 2015, the goal is to have 70 students in the 2011 Cohort pass all 5 Regents needed to graduate.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Academic department teams will meet daily to work on improving instruction through the use of lesson study, evaluating student work based on departmental rubrics and using assessments to guide and revise the curriculum and lesson plans.	Core subject department teachers	September 2014 – June 2015	Teacher Leaders
Grade level teams will meet weekly to discuss student progress and make outreach to students and parents.	Grade level teachers	September 2014 – June 2015	Teacher Leaders
Academic Leaders and Grade Level Leaders will meet weekly to discuss the work of their teams and revise or create plans for the future.	Teacher Leaders	September 2014 – June 2015	Administrators
School Leadership Team will meet once a month to discuss school growth, reflect on progress and plan towards the future.	Students, Parents, Teachers, Staff	September 2014 – June 2015	Principal

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human capital, Professional Development time and money, Common Planning Time, Embedded Departmental Meeting Time, Per Diem money to cover teacher schedules.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
Following the January 2015 Regent examination period we will review scores for the 2011 cohort. A goal of 64 students passing all 5 regents will be used as an indicator of progress toward meeting the June 2015 goal of 70.				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the February 2014 Quality Review Report, the Progress Report scores reflect achievement which supports the school’s goal of closing the achievement gap with the school at 100% of peer and 59.5% of City ranges for the metric ‘Average Completion Rate for Remaining Regents. The school provides tiered AIS through the Empower 3000 program and Wilson Reading and Just Words for all identified ninth graders. Weekly, academic and behavior recovery is provided; this includes 1:1 academic/behavioral intervention through reflective conversations resulting in goal setting. As a result of strategic attention to student progress, investing in human capital, partnering general and special education teachers, and creating smaller classes for students at most risk, 83% of eleventh grade English Language Learners and Students with Disabilities are on track in terms of credit accumulation. Through the college prep program, the school supports all students in the college awareness process including college trips, SAT prep, financial aid information, researching colleges, and the application process. The building houses a LYFE Center for parenting students and a School-Based Health Clinic through Urban Health Plan which includes a part-time licensed mental health provider.

Despite this success, the school continues to be challenged with chronic absenteeism. The ATS RCUA report identifies 56% of students displaying patterns of chronic absenteeism, a decreasing attendance rate (80.2%), and minimal family engagement. The attendance team consisting of the Assistant Principal, Guidance Counselor, and Pupil Accounting Secretary, meets to discuss attendance patterns and trends. They have identified the following needs for the 2014-2015 year<sup>1</sup>. The development of a robust Attendance Team using weekly meetings and data to review chronic absenteeism.

2. To create systematic protocols to identify and discuss at-risk students.
3. To develop and monitor individualized interventions for chronically absent students.

Through the use of data, the school will move towards looking more broadly at chronically absent students and devising school-wide, group and individual strategies to address individual needs. The school recognizes that the current team needs to meet regularly and have access to a menu of universal and targeted strategies, including a system for success mentoring.

For the 2014-15 school year, the school has begun to collaborate with Good Shepherd Services on the Monroe Campus to increase students’ school connectedness in order to impact large numbers of students/families, improve student attendance and reduce chronic absenteeism and student drop-outs in addition to bolstering its existing Positive Behavioral Intervention System with the introduction of incentives, the school is collaborating with “Peer Group Connection” to develop a cadre of 12<sup>th</sup> grade peer leaders who will work with 9<sup>th</sup> graders through the freshman advisory. However, in order to reach its potential, the school recognizes the need to start outreach to all students and families as they begin at the school, and tier student/family support and intervention on an on-going basis. Parent leaders, SLT members and school leaders identified the need to provide MSHS families workshops on adolescent issues, high school and college requirements, access & use of on-line grading system. The school acknowledges the need to connect with families early, so that a partnership exists to allow for outreach, referrals and crisis intervention if needed.

The school will track the following measures in order to inform the direction and success of the work:

1. Attendance YTD,
2. Chronic absence,
3. Number of parents attending parent-teacher conferences,
4. Number of parents attending parent workshops,
5. The percentage of parents completing the Learning Environment Survey, parent response to the question

"How often have you been invited to an event at the school (workshop, program, performance)?"

**Part 2 – Annual Goal**

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

Through combined efforts of the Attendance team, Peer Group Connection, School Leadership Team and partnership with Good Sheppard Services, MSHS will experience increased parental involvement and reduction of students displaying patterns of chronic absenteeism by 5% during the 2014-2015 school year.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The following research-based programs will be implemented to bolster and support instruction: Empower 3000, Wilson Just Words, Wilson Reading Program, Nova Net and Peer Group Connection.</p> <p>The school provides one-to-one teacher support and professional development through Generation Ready instructional coaches and network instructional liaisons.</p> <p>The school will establish a cohesive attendance team that will work to inform the school community of trends and identify/discuss/develop initiatives to improve attendance.</p>	<p>Students in grades 9-12</p> <p>Teachers</p> <p>Chronically absent students in grades 9-12</p>	<p>September 2014 – June 2015</p>	<p>Assistant Principals, AIS Teachers, Guidance Counselors, Teachers</p> <p>Pupil Accounting Secretary, Attendance Teacher, Principal, Assistant Principal, Guidance Counselor, Social Worker Interns</p>
<p>Through the hiring of additional pedagogical staff the school is able to provide 15 to 1 instruction in a general education setting for English language learners and students with disabilities. In the 9<sup>th</sup> grade students receive targeted AIS services through the Empower 3000 and Wilson Just Words and reading programs. This intervention is designed to increase students reading comprehension and fluency.</p> <p>Overage and under credited students work on credit accumulation throughout the school day. Their instructional program includes on-line courses through Nova Net. This affords them the opportunity to recover credits and advance towards graduation. They meet with social worker interns on a weekly basis for at-risk counseling and goal setting.</p>	<p>Level 1-2 9<sup>th</sup> grade students</p> <p>Ells, SWDs, Under-credited students in grades 9-12</p>	<p>September 2014 – June 2015</p>	<p>Principal, Assistant Principal, AIS Teachers, Guidance Counselor, Social Worker Interns, Good Sheppard Services</p>

The school is establishing a partnership with Good Sheppard Services to provide students internships and life skills workshops in preparation for student post secondary and/or career endeavors.			
Through the implementation of a strong School Leadership Team and Parent-Teacher Association the school community will create space for parent voice. The school will invite parents to participate in workshops and family night events at the school.  The school will make additional efforts to inform families of important dates and events.	Parents	September 2014 – June 2015	Principal, SLT Members, PTA Board, Key office personnel
Through the Peer Group Connection (PGC) program students will participate in weekly team building activities. Students will receive peer support throughout the day in their classes. Peer leaders will participate in a daily course dedicated to cultivating their personal leadership skills. PGC will hold family night events, where parents will engage in team/school community building activities alongside their children.	9 <sup>th</sup> and 12 <sup>th</sup> grade students  Parents of 9 <sup>th</sup> grade students	September 2014 – June 2015	Principal, Assistant Principal, Guidance Counselor, Teacher

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human capital, purchasing of research-based instructional and socio-emotional programs, flexible student scheduling, and additional teaching periods for identified teachers and monetary funding for incentives/compensation.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
MSHS will review ATS attendance reports monthly to monitor chronic absenteeism. A comprehensive review will take place in January with a midyear benchmark of a 2.5% reduction in chronic absenteeism. This review will look at the number of parents participating in school events and compare it to the attendance rate of their children. Reviewing the data in January will allow adequate time for revision of action plan and implementation of additional interventions if necessary.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Normed assessments, Teacher Feedback, Student Request, Parent Request	Double periods of ELA in 9 <sup>th</sup> and 10 <sup>th</sup> grade during the school day. Mandated Academic Recovery on Friday, ESL Support Service, Wilson Reading Program, Just Words, Achieve 3000	Whole group, small group, one to one, tutoring, peer to peer tutoring.	During the school day and after school. After school tutoring.
<b>Mathematics</b>	Assessments, Teacher Feedback, Student Request, Parent Request	Double periods of Math in 9 <sup>th</sup> and 10 <sup>th</sup> grade during the school day. Mandated Academic Recovery on Friday, ESL Support Services	Whole group, small group, one to one, tutoring, peer to peer tutoring.	During the school day and after school. After school tutoring.
<b>Science</b>	Assessments, Teacher Feedback, Student Request, Parent Request	Tutoring after school and/or during lunch, ESL Support Services. Mandated Academic Recovery on Friday.	Whole group, small group, one to one, tutoring, peer to peer tutoring.	During the school day and after school. After school tutoring.
<b>Social Studies</b>	Assessments, Teacher Feedback, Student Request, Parent Request	Tutoring after school and/or during lunch, ESL Support Services. Mandated Academic Recovery on Friday.	Whole group, small group, one to one, tutoring, peer to peer tutoring.	During the school day and after school. After school tutoring.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEPs, Staff Request, Student Request, Parent Request	Guidance Counselor sessions, Social Worker sessions	Small group, one to one.	During the school day.

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**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.
As always, we will continue to fill vacancies by seeking highly qualified teachers and putting applicants through a rigorous interview and demo lesson process. Teachers know the importance of using data and our approach will be a team approach.

**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).
We have hired Generation Ready, Ramapo and Center for Supportive Schools and Master Teachers to support and our Administration and highly qualified teachers to provide high quality professional development. We have created a Professional Development planning team to organize the PD for every Monday of the school year from 2:40 to 4:00.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).

**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.

The Professional Development Planning Committee will work with the teachers to select and use assessments and choose appropriate PD. Teachers will also meet with their subject departments daily to use assessments to improve instruction.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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	333,237	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: 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 CEP 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>521</b>
School Name <b>The Metropolitan Soundview High School</b>		

### 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 <b>Michael Lanaghan</b>	Assistant Principal <b>Emarilix Lopez Tua</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Lauren Ortiz</b>	Guidance Counselor <b>Helena Perez</b>
Teacher/Subject Area <b>Emily Carman/English</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Ross Hogan/History</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>330</b>	Total number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>14.55%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	9
SIFE	8	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	17

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	17	3	3	10	1	2	17	4	4	44

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		
<b>Total</b>	<b>17</b>	<b>3</b>	<b>3</b>	<b>10</b>	<b>1</b>	<b>2</b>	<b>17</b>	<b>4</b>	<b>4</b>	<b>44</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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

**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										22	13	9		44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>23</b>	<b>15</b>	<b>9</b>	<b>0</b>	<b>47</b>								

## 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)										7	2	0		9
Intermediate(I)										5	7	8		20
Advanced (A)										10	7	2		19
Total	<b>0</b>	<b>22</b>	<b>16</b>	<b>10</b>	<b>0</b>	<b>48</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										5	1	0	

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										3	6	4	
	A										10	8	4	
	P										4	0	1	
READING/ WRITING	B										7	2	0	
	I										5	7	7	
	A										10	6	2	
	P										0	0	0	

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	10		8	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	6		2	
Physics				
Global History and Geography	9		1	
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.  
Student 8th grade reading and math levels are used to determine placement in ELA and mathematics classes, select appropriate materials and design curriculum so that we are able to meet the needs of our students. In September all of our students received a preliminary mathematics test to determine readiness for Algebra. Students are either placed in a two-semester or four-semester

Algebra track. Students were also administered a level set exam via the Empower 3000 program which provides teachers with lexile levels. This information is used to determine additional support to students whose lexile levels are below grade level. Writing samples were collected from students to determine ability and advise student grouping.

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

After reviewing the assessment taken by the ELL population, it was evident that most students are in the intermediate and advanced levels of proficiency. This group of students receive instruction according to the CR-Part 154 guidelines. We will monitor the proficiency levels of our students as we progress into our second year of school.

After reviewing our ELL population's assessments, the LAP committee has come to the following conclusions and recommendations. We will implement several educational strategies to ensure that appropriate methodologies and interventions are utilized by educators who serve our ELLs:

Focus on writing skills (phonics, grammar, syntax, and language mechanics, fluency, graphic organizers, sentence stems)

Empower 3000 - a computer based literacy intervention system

Reading Comprehension (reading strategies, note-taking skills, graphic organizers)

Differentiated instruction incorporating the balanced literacy model, Point of entry, hands-on approach and modeling strategy.

UBD focused lesson and unit planning.

We will continue our 90-minute literacy block and create a co-teaching ESL/ELA and global history and living environment classes for ELLs.

Improving the outcome of assessments in our ELL population will only occur through joint effort and continual collaboration.

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

The patterns across NYSESLAT modalities have resulted in the implementation of a co-teaching ELA/ESL, global history and living environment classes for 9th grade students which meets daily for 45 minutes. 9th grade students participate in the Empower 3000 reading intervention program. Our ELLs are in an advisory program, where they meet five times a week. The advisory teacher of this class is the ESL teacher. Part of this period is utilized to work one on one with our ELLs and provide them academic assistance in a resource room environment.

4. For each program, answer the following:

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

Academic language is planned and implemented after careful review of data gathered from 8th grade ELA and NYSESLAT levels. The majority of ELLs in grades 9-11 are at the intermediate and advanced levels of proficiency. There is a higher concentration of beginner ELLs in grade 9. All ELLs participating in Regent examinations have taken the assessment in the target language. MSHS has noted a higher pass rates with ELLs in the Integrated Algebra Regent as compared to the Living Environment Regent. The Metropolitan Soundview High School has not implemented periodic assessments.

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](#))

The Metropolitan Soundview High school serves grades 9-12.

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

The needs of our English language learners are at the forefront of teacher conversations. Academic departments routinely engage in conducting gap analysis of student work. This practice is used to identify skills in need of further development and strategies to implement to help students advance.

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?

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The Metropolitan Soundview High School will evaluate the success of their program for ELLs in the following ways: credit accumulation, progress on NYSESLAT scores, writing increased fluency in speech and increased risk taking in the classroom. Paste response to question here: Paste response to question here: Paste response to questions here: aste response to questions here: Paste response to question here:

## 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](#).)

Parents of students enrolling into the NYC school system for the first time must complete a Home Language Identification Survey (HLIS) and a Parent Survey, which will determine if a language other than English is spoken at home. If it is determined that a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R) exam within 10 days of enrolling in school. The ESL Department is comprised of three teachers ,NYS ESL certified teachers Lauren Ortiz, Zehra Imam , Daniel Gaffney and Assitant Principal/NYS ESL certified, Emarilix Lopez-Tua. They share the responsibility of administering the HLIS, LAB-R and conduct an informal interview with the family of newly enrolled students to ensure that placement in the proper language program takes place. The ESL Coordinator administers the HLIS in the preffered language of parents. The LAB-R and LAB are administered by the ESL teacher. Everyone in the ESL department is English/Spanish bilingual. In the spring spring the NSESLAT will be administered as per the state requirement, within the testing window. Exams will be kept in a secure location. All steps are taken to ensure all ELLs take every part of the exam. The ESL department/LAP Team disaggregates the NYSESLAT data per student, presents the findings and disseminates the information to the school staff. This information is utilized in forming student grouping for scheduling and instructional purposes. This information is utilized in setting academic goals for our ELLs.

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.

Students found to be limited English Proficient are eligible for bilingual instructional program, dual language or an English as a second language (ESL) program. Parents of eligible children have the right to choose the program their child will participate in. Parents of students found to be limited English proficient attend an orientation session where the different second language programs offered in NYCDOE are explained. The ESL teacher conducts the parent Orientation. Program selection letters are distributed at the orientation and mailed to the homes of eligible students. In October entitlement and continued entitlement letters are mailed to parents. To ensure that signed letters are returned, the ESL department is proactive in contacting the homes of students who have not returned the Program Selection form and inviting parents for a one-to-one conference to discuss any concerns they may have. Parents opting for an ESL program, their child will be placed into our ESL program. If a parent chooses a TBE or Dual Language program, the ESL coordinator will assist parents in finding and selecting a school that offers the program model selected.

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].)

In September, Parents of ELLs are invited to a Curriculum Night where they are able to meet their child's teachers. At this meeting they are also informed of their choices. In October, Program Selection, entitlement and continued entitlement letters are mailed to parents. To ensure that signed letters are returned, the ESL department is proactive in contacting the homes of students who have not returned the Program Selection form and inviting parents for a one-to-one conference to discuss any concerns they may have. Returned letters are placed in the student's cumulative file.

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.  
Parents opting for an ESL program, will have their child will be placed into our ESL program. If a parent chooses a TBE or Dual Language program, the ESL coordinator will assist parents in finding and selecting a school that offers the program model selected.
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.  
In the spring the NYSESLAT will be administered as per the state requirement, within the testing window. Exams will be kept in a secure location. All steps are taken to ensure all ELLs take every part of the exam. The ESL department/LAP Team disaggregates the NYSESLAT data per student, presents the findings and disseminates the information to the school staff. This information is utilized in forming student grouping for scheduling and instructional purposes. This information is utilized in setting academic goals for our ELLs.
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.   
The program model at The Metropolitan Soundview High School is aligned with parent request. In reviewing the Parent Survey and Program Selection forms for the past two years, the trend at our school is for Freestanding English as a Second Language. 100% of our parents have chosen this program model. Parents of language learners are able to witness growth in the acquisition of English as a second language through working alongside native speakers in a classroom environment.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

1. English Language Learners at Metropolitan Soundview High School receive 100% of instruction in the target language (English).

A. Limited English Proficient (LEP) students receive ESL support services via the push-in/pull-out and co-teaching models. Services via the push-in model are provided by an ESL teacher who travels to classrooms with a concentration of ELLs and assists the students in the target language and content teachers in adapting lessons to meet the needs of the English Language Learners. This cumulative effort allows us to reap the benefit of peer support in every classroom. Instruction is lead by a licensed ESL and content-area pedagogue.

B. Our students travel together as a group and they are heterogenously grouped by grade level. Newcomer Ells receive an additional period of ESL instruction three times a week. This class is homogenously grouped and is of mixed grade levels.

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)?

LEP/ELL students receive the required units of ESL/ELA instruction. LEP students at the beginning level of English language proficiency receive 540 minutes of ESL/ELA per week. Students at the intermediate level of English proficiency receive 360 minutes of ESL/ELA per week. At the advanced level of proficiency, students receive 180 minutes of ESL and 180 minutes of ELA per week. The organization of staff ensures that the mandated number of instructional minutes is provided to students through scheduling ESL certified teachers to co-teach ELA/ESL and global history, push-in to Algebra and Science.

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

Our ELLs practice speaking, listening, reading, writing and revising their work alongside English proficient students. Classes are heterogeneously grouped. This dynamic not only makes everyone feel part of a learning community but also builds student confidence, which increases risk-taking and accelerates growth and development.

English Language Learners at Metropolitan Soundview High School receive 100% of instruction in the target language (English). Content area teachers receive professional development on how to address the needs of language learners and differentiation of instruction in their subject-area. In order to address the needs of ELL subgroups, teachers utilize the hands-on approach, workshop model and inquiry based learning during instruction, which emphasize modeling and guided practice. English language learners are provided with tiered materials in literacy classes and in the native language for contents such as mathematics and history when available and according to their individual needs.

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

Teachers of ELLs are required to provide students with translated versions of classroom exams when regent questions are utilized. glossaries are available in the native language for student use. Students are also able to respond in their native language if they are unable to write in the target language. Content teachers work with the ESL teacher in grading student work. In preparation for regent examination, LEP students receive testing accomodations throughout the school year. During Regent examinations, students have the opportunity to take the exam in their native language.

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

To ensure that Ells are appropriately evaluated in all four modalities throughout the year teachers are required to incorporate practices that ensure students are practicing their speaking, listening, reading and writing skills. These practices include accountable talk, socratic seminar, read alouds, guided reading, independent reading, guided writing, use of graphic organizers, group and individual presentations. Rubrics are used to assess students and provide feedback. The Metropolitan Soundview High School currently uses a common rubric for writing and is currently developing common rubrics for presentations.

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 - B) Our SIFE students and Newcomers receive a daily 90-minute block of English language instruction and mathematics. Materials are tiered for these students. Translated editions of textbooks are provided. Activities are differentiated according to language proficiency. Instruction is scaffolded. Students receive ESL assistance in Science and Global history via the Co-teaching model. SIFE students are placed in an ESL/resource advisory. Two days a week students receive ESL instruction that focuses on phonemic awareness, reading fluency and writing. After school tutoring is available. Grade level teachers meet weekly to discuss student academic progress and create individualized intervention(s) as needed.

(C-D) Long-Term ELLs and ELLs receiving services for 4-6 years receive a 90-minute literacy and mathematics block. Materials are tiered for these students. Students receive additional ESL assistance in Global history class via the Co-teaching model. Instruction is scaffolded with built in support to promote academic writing throughout the content areas. There is a strong use of graphic organizers to aid students in structuring their writing. Long term Ells in grade 9 receive AIS services in literacy via the Empower 3000 program. After school tutoring is available. Grade level teachers meet weekly to discuss student academic progress and create individualized intervention(s) as needed.

(E) ELLs reaching proficiency on the NYSESLAT are provided continual support through our program model and afterschool program. They continue to receive extended time on assessments, both state and teacher-created. They are placed in classes that are co-taught or serviced via push-in. These students receive state mandated testing accomodations. Former ELLs receive test accomodations. They receive additional ESL assistance in Global History via the Co-teaching model. There is a strong use of graphic organizers to aid students in structuring their writing. After school tutoring is also available. Grade level teachers meet weekly to discuss student academic progress and create individualized intervention(s) as eeded.

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?

To accelerate the second language development of our ELL-SWD students teachers meet on a weekly basis to discuss student progress. Student work is utilized to strategically plan lessons that will be academically accessible to this group of students. The instructional strategies implementated center around jigsaw, team learning, tranferance, word recognition, reading comprehension and fluency. Instruction is scaffolded, there is a strong use of graphic organizers so that students can can organize their writing and are able to work more independantly. Reading materials are tiered as needed in ELA classes. Supplemental materials are available and utilized as needed.aste response to question here:

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?

ELL-SWD students are placed in the least restrictive environment according to their IEP. All of our students are in classes that are co- taught with a content area teacher and special education teacher or ESL teacher. Students are scheduled according to their academic needs. An example of our scheduling flexibility would be Co-taught ESL/ELA, CTT Math (Gen. Ed/Sp. Ed.), Global history with ESL push-in and mainstreamed living environment. This flexibility enables students to receive support in the classroom and challenge students in content area that he/she excel in. Teachers meet on a weekly basis during common planning time to discuss and monitor student progress.

### 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
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### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

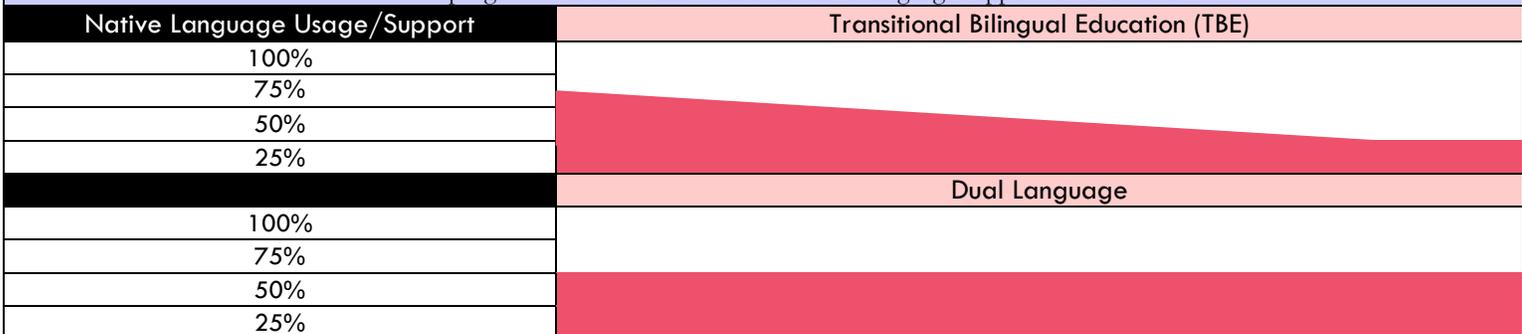
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The intervention programs for SIFE and Long Term ELLs include: co-teaching classes, ESL resource room advisory, 90-minute daily literacy and mathematics co-taught classes, AIS Empower 3000 and after school tutoring services. The classes are all taught in the target language however, materials in the native language are provided as needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been successful in meeting the needs of Ells. Students are advancing in language and content development as a result of expanding Co-teaching into all content areas. NYSESLAT data reveals the majority of Ells attending MSHS are in the intermediate and advanced levels of English language proficiency.
11. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year we will hire an additional ESL teacher. This will allow MSHS to have one ESL teacher per grade level and further our Co-teaching program. We will also expand our Empower 3000 program for Ells in grade elvels 9-10.
12. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any of our existing Ell programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. The curricular program students participate in are: 90-minute literacy and mathematics block, collaborative team teaching, and advisory program. The extracurricular program students participate in are: after-school program, student clubs, sports teams (basketball, softball, baseball, soccer, track) and dance team.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used by our ELL population are as follows:
- English/Reading Comprehension: leveled novels of various genres, Teacher created units of study
  - Mathematics: Pearson Pre-Algebra, Integrated Algebra Program, Geometry Program and Trigonometry Program, glossary of terms
  - Science: Glencoe - The Living Environment, Earth Science Teacher created units of study, glossary of terms
  - History: Glencoe - World History, McDopugal - The Americans, Teacher created units of study, glossary of terms
  - Italian: Adesso
  - Dictionaries in Spanish and English
  - Every classroom has access to ipads, computers and a Promethean Activ Board.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided for ELLs in the classroom. When necessary interpretation services are available. ELLs are able to rely on other students as native language support. Our ESL teachers are fluent in English/Spanish bilingual. During state assessments, students receive materials in the native and target language including access to glossaries. Our LEP students are aware that they are entitled to materials in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services and supports correspond to ELL ages and levels. Our ESL teachers are assigned to specific grade levels and participate in weekly grade level meetings to adress individual needs of students.
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.

In August, all newly enrolled students, including ELLs, at The Metropolitan Soundview High School must attend an orientation

seminar where they are informed of school policy and procedures. During this time they are able to meet with their future teachers and classmates. Writing and Mathematics work samples are collected and used as a preliminary means to identify the entry point of our students.

18. What language electives are offered to ELLs?

The language elective offered to students at The Metropolitan Soundview High School is Italian.

19. For schools with dual language programs:

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

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

1 - 2.

All pedagogues at Metropolitan Soundview High School are certified in their content area of specialty. One staff member is certified in English as a Second Language. Teachers in the ESL department will participate in QTELL and other workshops offered through the NYC Department of Education, Office of English Language Learners during the 2013-2014 school year. Our teachers will also participate in ESL workshops provided by the Children First Network 107. In addition, the ESL teacher, the guidance counselor and secretary receive training in house provided by our Children First Network. The Assistant Principal will receive training on preparing the LAP and best practices for English language learners offered through the NYC Department of Education and Office of English Language Learners. In efforts to facilitate the implementation of appropriate instructional methodologies for the improvement of outcomes on assessments in our ELL population, teachers will be asked to participate in staff development sessions, inter-visitations and work with Generation Ready consultants.

The following is a description of some topics to be discussed and implemented

- a. Common Core: Instructional shifts in common core literacy and mathematics standards.
  - b. Differentiated Instruction: A teaching philosophy based on the premise that teachers should adapt instruction to meet the different needs of students in the classroom. Teachers are learning to meet students varying readiness levels, learning preferences and interests.
    - c. UDL: A learning theory that has been developed by Rose and Meyer, that strives to ensure that the learning environment, including curriculum, assessment and teaching and learning tools promote learning and remove barriers to learning.
    - d. UBD: A unit planning model that has been developed by Jay McTighe and Grant Wiggins which encourages authentic transfer of knowledge, and provides opportunities for students to explore and interpret new information and knowledge.
3. The support provided to staff as they transition ELLs from middle to high school include professional development in differentiation and working with a co-teacher and/or push in teacher. Staff also has common planning time which is to be used to meet and discuss the progress of ELLs on a weekly basis as a grade level team and within specific academic departments.
  4. The school encourages inter-visitation among pedagogues during professional periods to learn different techniques and strategies in the delivery of instruction. The ESL coordinator will provide training for new staff on differentiating instruction for the ELL subgroups, to comply for the Jose P. requirement of 7.5 hours. Paste response to questions here:

## 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 recognize that many of our ELL parents find involvement with their child's school to be frustrating. As such, our school is extremely dedicated to building relationships with parents that will increase student achievement. This joint effort requires extensive outreach and an ongoing mechanism through which parent-school communication can happen. At our school, that means an active Community Associate who encourages increased ELL parental involvement in our Parent Organization. We have a semiannual ELL Parent Meeting in which parents are informed of their children's options and given the chance to ask questions and voice any concerns they may have. Parents are notified of the translation services available to them. All notifications sent to parents/guardians are written in the main home languages spoken at our school. During meetings translation/interpretation services are available and utilized if needed. We have several staff members who are able to speak the language spoken in some of the homes of our students.
  2. The Metropolitan Soundview High School is currently in its first year and is working towards establishing partnerships with community based organizations.
  - 3-4. We ensure that the needs of parents are met by allowing them to voice their needs and concerns through the Parent-Teacher association and School leadership team. Parents are encouraged to become involved in our school community. Every academic and non-academic initiative is presented to parents.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

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

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

DBN: **12X521** School Name: **Metropolitan Soundview High School**

Cluster: **1** Network: **107**

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

**Part A: Needs Assessment Findings**

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

The data used to assess our school's translation and oral interpretation needs includes the following ATS reports: RHLA, BIOS and RPOB. This information is used to create a list with the names of student, class, OSIS number and preferred language. The primary language information of each parent is reflected on the emergency card of each student.

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

The major finding is that the predominant language for families in our school community is Spanish. After reviewing the above documentation the findings were as follows: 128 students speak Spanish, 2 students speak French, 1 student speaks Wolof, 1 student speaks Fulani and 1 student speaks French Creole across grades 9-11. The findings were reported to the school community during a monthly staff meeting.

## Part B: Strategies and Activities

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

The school provides written translations to parents via back pack. To ensure timely provision of translated documents, letters are translated a month in advance to provide time for review and necessary changes. Most documents are translated in-house by our Assistant Principal and Pupil Accounting Secretary. When necessary, the school will contact the office of Language and Interpretation Services. All information is sent out in English and Spanish. The Translation and Interpretation Unit is contacted as needed for parents that speak Fulani, Wolof, French and French Creole.

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

The school meets the oral interpretation services needed by parents/guardians via on site bilingual (Spanish/English) school staff. When parents in need of translation visit Metropolitan Soundview High School a Spanish speaking staff member will always be available. The translation and interpretation unit will be contacted as needed.

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

The school will adhere to the the Chancellor's Regulations A-663 by providing each parent/guardian with a copy of the Parent's rights and Responsibilities. This guide explains parent's rights regarding translation and interpretation services. The school will post signs in the low incidence languages spoken at our school indicating the availability of interpretation services in the main office. The school will obtain the translated signs from the DOE website.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

<b>Part A: School Information</b>	
Name of School: The Metropolitan Soundview HS	DBN: 12X521
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 56
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 2

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The administration of The Metropolitan Soundview High School is proposing to utilize Title III funds by providing an after school program for ELLs four times a week, Monday through Thursday, from 2:45 pm to 4:30 pm. The program will begin mid-October 2014 and end in June 2015. It will serve 56 students in grades 9-12. This program will provide content enrichment in a small group setting in English literacy and content instruction, specifically U.S. and Global History and science through homework assistance. There will be a strong emphasis on writing and reading comprehension. Students will work in small learning stations, providing varied activities according to need. The learning stations available to students will aid in individualizing instruction. Students will be able to read independently and receive writing instruction in small groups. Participating students will rotate among the learning stations during the afterschool session. The content to be covered in the tutorial learning stations will change throughout the week. Title III After school teachers will determine the content focus of the week according to student need evidenced during the school day. Students will also participate in a media class where they will be instructed on how to use mac software such as iMovie and Garage Band to create videos. In this course students will integrate reading and writing with images and sound to tell stories about self and society. This course will allow ELLs to practice their language and literacy skills while expanding their knowledge of technology in the creation of original visual art. Three participating teachers are TESOL certified and two have content area certification (social studies 7-12 and science 7-12). Title III content teachers will be paired with a TESOL certified teacher throughout the program. Teachers will be co-planning and co-teaching. The program will take place Monday through Thursday from 2:45 to 4:30 pm. Content and literacy support will be offered Monday through Thursday and the media class will meet Tuesdays and Thursdays.

Trips

To increase literacy, promote fluency, cultural awareness and incentivize student participation in the Title III program, we will arrange for a trip to see a Broadway performance in the spring of 2015. The trip will supplement classroom instruction in the content area of English language arts specifically in the genre of drama/theater. All Title III students will be able to participate. The trip will be open to parents of title III participating students in an effort to expand the parental involvement of all parents/guardians

## Part B: Direct Instruction Supplemental Program Information

in the school.

### Supplies, Materials and Equipment

Metropolitan Soundview High School will purchase ESL materials to enhance the learning environment of our ELLs. The materials for the purpose of direct instruction will include translated editions of class texts/novels, NYSESLAT Prep student activity books/teacher guides and NYS Regent test prep student activity books. The supplemental materials for use during the program include notebooks, looseleaf paper, markers and colored pencils. Mac software and/or media will be purchased for use in the media class.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Pedagogues assigned to work in the Title III afterschool program will meet on Friday afternoons once every six weeks for 90 minutes (5 sessions) in a study group format for the purposes of adopting best practices in presenting and delivering instruction to English language learners. This group (5 Title III teachers) will also review student work, share and discuss concerns regarding student achievement. The workshop topics are listed below. During the workshops, presenters will utilize media and articles from the Teaching Channel and ASCD. Participating teachers are entitled to per-session remuneration.

	Title of Workshop	Presenter/Qualifications
1.	Common Language on Ell Instruction	Emarilix Lopez, AP
	Hands on workshop using The Danielson Framework Components 1e, 3b and 3c to develop a common language on highly effective and effective teaching with the ell student in mind.	
2.	Lesson planning with the Ell student in mind	Lauren Ortiz, Teacher
	Teachers will work in grade level teams on differentiating instruction for Ells. Teachers will use NYSESLAT and classroom data of students in their grade level.	
3.	Summarization Strategy	Emily Carman, Teacher
	A guided introduction to close reading/annotation of non-fiction text and the summarization technique using the: "It says, I say and So" strategy.	
4.	Scaffolding Strategies for Ells	Lauren Ortiz, Teacher
	A hands-on workshop where teachers work in academic departments to research, identify and present	

### Part C: Professional Development

scaffolding strategies that will help ELLs access content and progress in second language acquisition.

5. Cooperative Learning Strategy - Jigsaw Pema Latshang, Achievement Coach, CFN 107

Teachers will explore how to conduct a lesson using the Jigsaw strategy. The strategy will be modeled and teachers will practice planning a lesson using the strategy. Teachers will discuss when implementing this strategy will be most effective and how to effectively scaffold for ELLs.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The parent engagement activities listed below are targeted for parents of ELLs. Appropriate translation will be available to enable our families to engage in a meaningful way.

Title of workshop	Presenter/Qualifications	Date
1. Getting ready for success	Micheal Lanaghan, Principal	9/2014
	Lauren Ortiz, ESL Teacher	

Parents of ELLs learn of the promotional criteria for high school graduation and how to access Pupil Path online grading system.

2. ARIS Parent Workshop	Emarilix Lopez, Assistant Principal	11/2014
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Hands on workshop to show parents of ELLs how to access ARIS and familiarize themselves with the content of the website.

3. Assessment & Community Resources	Helena Perez, Guidance Counselor	2/2015
	Emarilix Lopez-Tua, Assistant Principal	

Parents of ELLs are familiarized with the assessments their students must take and are provided with tips and resources to help their child succeed. A presentation of resources available within the community is

**Part D: Parental Engagement Activities**

provided.

4. Adolescent Health Concerns                      Helena Perez, Guidance Counselor                      4/2015

Presentation on various health issues concerning the Ells of Metropolitan Soundview High School.

All workshops will be held after school and will be approximately 1.5 to 2 hours in duration. The school will backpack letters/flyers in English and Spanish in order to notify parents of the workshops. These workshops will also be listed on our school website. Refreshments and snacks will be provided to participating parents.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

