



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

23K671

School Name:

MOTT HALL BRIDGES ACADEMY

Principal:

NADIA LOPEZ

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Mott Hall Bridges Academy School Number (DBN): 23K671
Grades Served: 6-8
School Address: 210 Chester Street
Phone Number: 718-345-6912 Fax: 718-345-6918
School Contact Person: Karen Cadogan Email Address: kcadogan@schools.nyc.gov
Principal: Nadia Lopez
UFT Chapter Leader: Kia Simone Graham
Parents' Association President: Lakisha Porter
SLT Chairperson: Monique Achu
Title I Parent Representative (or
Parent Advisory Council
Chairperson): ...
Student Representative(s): _____

District Information

District: 23 Superintendent: Mauriciere de Govia
Superintendent's Office Address: 1665 St. Marks Ave
Superintendent's Email Address: mdegov@schools.nyc.gov
Phone Number: 718-240-3677 Fax: 718-240-3677

Borough Field Support Center (BFSC)

BFSC: North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2schools.nyc.gov
Phone Number: (718) 935-3954 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Nadia Lopez	*Principal or Designee	
Kia Simone Graham	*UFT Chapter Leader or Designee	
Lakisha Porter	*PA/PTA President or Designated Co-President	
Monique Achu	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sharon Cadogan	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



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

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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MOtt Hall Bridges Academy is a 6-8th grade middle school located in Brownsville section of Brooklyn with a mission is to create a STEAM focused environment where inquiry is used to develop critical thinkers through teaching and learning, building positive relationships amongst stakeholders, and adhering to our MHBA codes of excellence. 97% of our scholars consist of blacks and hispanic children who come directly from neighborhood schools within the district and live in the surrounding housing developments.

2013 – 2014 School Quality Guide, 75% of our scholars are eligible for free lunch and 28% have IEPs. As a result of various ongoing challenges faced by the school is our low enrollment of 191 scholars for this 2014 – 2015 school year, in addition to the proficiency rate in 2013- 2014 for 6th -8th grade is 14.1% in ELA and 15.2% in Math. We use a STEAM approach that integrates the use of inquiry skills in developing our curriculum to support the development of critical thinking skills to encourage questioning and discussions that is scholar led. According to our 2014 -2015 school wide data, our incoming 6th grade class of a total 61 scholars has 41 students who are level 1's in ELA and 39 level 1's in Math. Our 7th grade math resulted in a 3% proficiency rate, a decrease of 11% for this class cohort, which was attributed to the transition of a new teacher who encountered challenges with teaching the strategies to successfully demonstrate master Common Core aligned math problems. Additionally, we have a 28% special education population, in addition to an 85% free and reduced lunch. Many of our scholars require mandated and at-risk counseling, along with small group instructional support that takes place during our scheduled intervention classes, lunchtime, after school and Saturday academy.

Teacher collaboration was the area of focus for the 2014-2015 school year, to ensure that our teachers shared best practices, planned as a team and would begin the work around looking at scholars' work to academic gaps to drive and modify instruction. According to the 2014-2015 Learning Environment Survey, 100% of our teachers strongly agreed that MHBA teachers trust each other; feel respected by other teachers; respect teachers who take the lead; respect each other who have certain expertise. This indicated that we met this goal and will continue to leverage this as a focal point in developing rigorous instruction in which 44% of teacher received a rating of developing or ineffective according to the Advance results of the Measure of Teacher Practice (MOTP). Through the work with the relay education program developed by Uncommon Schools the focus this year we will use observations and feedback as the foundation for developing a data driven learning environment.

The following are our special initiatives:

- As a result of the \$1.4 million raised through the Humans of New York story, we have partnered with Harvard University to engage our scholars on college tours and also implementing a STEAM based summer enrichment program.
- The Integrated Algebra regents are administered to scholars who demonstrate an 80% or more on formative assessments (unit plans, quizzes) and benchmarks over the course of the academic year.

- Scholars attend cultural institution that relate to Science and Art instruction to reinforcement classroom instruction that continues to building on the inquiry process of observations, discussion and questioning.
- The school's community garden has been incorporated in to the NFTE, Science and Art curriculum, which has created an extended classroom where scholars develop an understanding of the benefits of growing produce in their community and the impact it has on health related issues. Additionally, the NFTE classes allow scholars to apply their understanding providing a product and generating profits through planning of a business model that includes: target population, profit margins, and marketing to those within their community.
- In partnership with the East New York Art Gallery, as a culminating activity, our scholars art work served as a featured exhibition that was a celebration of creativity. This highlighted the arts in our STEAM focused curriculum that is college and career ready aligned through common core standards.
- Our Lab Rats, engage in afterschool programming that allows them to further scholars understanding of the scientific process through the dissection of animals and organs, class trips to water systems throughout NYC, and project based tasks to apply their learning.
- Our guidance counselor works collaboratively with parents to select the "right" high school based on the needs of our scholars and ability to manage transition in a large or small high school setting.
- In collaboration with SONYC-Pureelements, we received a middle school grant for afterschool, which allows our scholars to received enrichment through academic support and arts programming.

23K671 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	191	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	6	# SETSS	N/A	# Integrated Collaborative Teaching	11
Types and Number of Special Classes (2014-15)					
# Visual Arts	23	# Music	3	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.8%	% Attendance Rate			90.5%
% Free Lunch	81.2%	% Reduced Lunch			4.7%
% Limited English Proficient	0.9%	% Students with Disabilities			28.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			82.2%
% Hispanic or Latino	15.5%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)			7.33
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.1%	Mathematics Performance at levels 3 & 4			15.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			52.1%
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			29.4%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Although we received proficient in 2.2 and 1.2 indicators of the 2014-2015 school quality review, the results from the MOTP appears to be contrary with only half of the 18 on staff teachers achieving effective or highly effective ratings in the area of instructions. According to SESIS, 28% of scholars identified with special needs and 75% of scholars in the incoming 7th at level on in ELA and Math, there are tremendous academic gaps that indicate lack of mastery in the majority of the standards.</p> <p>As a result of this analysis, the indication that teachers agree at 100% to working and respecting each others practices, provides great leverage to build the capacity of team member to focus on data analysis to identify specific gaps and strategies to support mastery of standards. Using scheduled time during the day, as well as the Chancellor professional hours on Tuesday, teachers will work in teams to analyze scholars work, lesson plans and engage in role plays to ensure that they develop practices.</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will work collaboratively and continually to re-assess and adapt the curriculum to reflect higher level questioning and multiple entry points for students as evident by unit and lesson plans.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional development with a focus on best practices to supports higher level questioning and discussions to increase rigor in classrooms.</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16/</p>	<p>Administration, Central - Borough Service Center</p>
<p>Professional development supported at the BSC and district level that target personnel that support ESL, Overage and Special needs scholars</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16/</p>	<p>Borough Service Center & District</p>
<p>Pupil Path through Skedula (Datacation) provides parents with real-time updates on grading that will</p>	<p>Parents</p>	<p>9/3/15 – 6/1/16/</p>	<p>Administration</p>

reflect scholars' progress in the mastery of curriculum.			
Teachers will provide opportunities for scholars to engage in student led discussions and questions that will deepen their understanding of the curriculum and foster a community of trust that celebrates taking risk.	Students	9/3/15 – 6/1/16/	teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>y January 30, 2015, 50% of teacher’s lesson plans will demonstrate student centered instruction that allows for discussions and questions facilitated by scholars.</u>
<u>Classroom observations recorded in advance will demonstrate that 50% of teachers are effective in the Charlotte Danielson Framework 3b – Discussion and questioning</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>According to the 2014-2015 Online Occurrence Reporting System, in May and June there were a total of 12 Principal and Superintendent suspensions. In 2013-2014 there was a total of 9 suspensions recorded for the entire school year, which is occurred amongst our 6th grade scholar who have low proficiency rates and have been identified with special needs.</p> <p>We have a support system in place through the Bridges support team that includes the Director of Scholars, Director of Programs, guidance counselor and our partnership with the Liberty Partners Program, many of the incidents that was recorded transpired during transitions in between classes and during dismissal. Additionally, we have a strong school culture that empowers our scholars through the Motto “Brownsville Brilliance” and calling our students “Scholars” who are lifelong learners. Thus the concern is not in classroom, but the movement that happens in the hallways and outside of the building. Therefore the focus will be to set and maintain our high expectation in common areas that include the hallway, stairwell and the perimeter of our school.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified

priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teacher will implement the protocols for transition in common spaces and during dismissal, that will be evidence by a maximum of 5 suspensions for the year.

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Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional development with a specific focus on social emotional learning that will support teachers</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16</p>	<p>Liberty Partnerships</p>

with the implementation of strategies.			
Strategies to address the social emotional needs begins with ongoing community assemblies, scholar weekly (newsletter), character education and guidance classes.	Scholars	9/3/15 – 6/1/16	Admin, Support Staff, teachers
Parent Workshops provide strategies to support social emotional supports that impact adolescents and scholars transition into high school.	Parents/Guardian	9/3/15 – 6/1/16	Staff, Liberty Partnerships
Scholar Day Orientation, Parent Teacher Meetings, and Staff Development ensures that the school community is working together to build trust in supporting the social emotional needs of the scholars	School Community	9/3/15 – 6/1/16	Admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2015, reduce student suspensions by 25%
2. Mid-Point Benchmarks will include the analysis of suspension rates by January in comparison to the 2013-2014 school year.
3. Parent, scholars and teacher surveys will be conducted by February, during parent teachers conference to monitor feedback of improved support of social emotional learning and the impact is having on scholars outcomes.

Monitoring Skedula for teacher anecdotal each month to determine trends or scholars of concern to develop a plan of action.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school’s schedule fosters opportunities for teachers to engage in collaborative team planning at minimum twice a week. Last year our focus was to create scheduling opportunities for the teacher to engage in bi-weekly intervisitations to observe instruction for 3c of the Danielson Framework along with analyzing 1e – designing coherent instruction with a specific focus on multiple points of access for all students through lessons that are aligned to the CCLS.</p> <p>This year our area of need is developing rigorous instruction that provides multiple entry points that engages scholars and provides strategies to master common core standards.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional development on Unit and Lesson Planning will be provided on the school level through the support of administration.</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16</p>	<p>Administration</p>
<p>Teacher learning plans will address targeted areas of needs to customize supports that focus specifically on developing engaging and CCLS curriculum that is both rigorous and builds higher order thinking.</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16</p>	<p>Administration</p>

CCLS Curriculum nights will be conducted for parents to demonstrate the inquiry skills and higher order thinking questions.	Parents	9/3/15 – 6/1/16	Administration, parent coordinator, teachers
The teachers will develop the element of trust through teacher team meetings that allow for safe discussion on best practices and the development of unit/lesson plans	Teachers	9/3/15 – 6/1/16	Teachers, administration
Professional development on Unit and Lesson Planning will be provided on the school level through the support of administration.	Teachers	9/3/15 – 6/1/16	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Strategic scheduling, which provides teachers with a minimum of two common planning periods to discuss curriculum planning that includes units and lessons.											
- Per Session allocated for professional development that is targeted to specific learning needs of teachers.											
- Implementation of Relay/Uncommon schools instructional professional development											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 30, 2016 50% of teachers will demonstrate use of curriculum maps, unit plans and lessons aligned to higher order learning tasks that build critical thinking through inquiry using the Danielson Framework.
By January 30, 2016 the CCLS curriculum night will be conducted for parents to develop their understanding of the strategies and skills required of scholars to master higher order tasks.
By January 30, 2016 a review of teacher observation notes and classroom recordings that will demonstrate higher level questioning and scholar led discussions using accountable talk.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school's schedule fosters opportunities for teachers to engage in collaborative team planning at minimum twice a week. Additionally teachers engage in bi-weekly intervisitations to observe instruction for 3c of the Danielson Framework along with analyzing 1e – designing coherent instruction with a specific focus on multiple points of access for all students through lessons that are aligned to the CCLS. One of our needs in developing the consistency in coherent lesson plans that are both engaging and ensure that all learners develop inquiry skills</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional development on Unit and Lesson Planning will be provided on the school level through the support of administration.</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16</p>	<p>Administration</p>
<p>Teacher learning plans will address targeted areas of needs to customize supports that focus specifically on developing engaging and CCLS curriculum that is both rigorous and builds higher order thinking.</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16</p>	<p>Administration</p>

CCLS Curriculum nights will be conducted for parents to demonstrate the inquiry skills and higher order thinking questions.	Parents	9/3/15 – 6/1/16	Administration, parent coordinator, teachers
The teachers will develop the element of trust through teacher team meetings that allow for safe discussion on best practices and the development of unit/lesson plans	Teachers	9/3/15 – 6/1/16	Teachers, administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Strategic scheduling, which provides teachers with a minimum of two common planning periods to discuss curriculum planning that includes units and lessons. Per Session allocated for professional development that is targeted to specific learning needs of teachers. Model teacher support new teachers as well as facilitate curriculum planning workshops. <p>Building permits to conduct after school and Saturday workshops for parents</p>											
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>We consider our parents as partners and we value their feedback as well as participation on various committees. We have on going parent appreciation luncheons and monthly 'shoutouts' in our parent weekly to acknowledge their hard work for being an active parent in the lives of our scholars.</p> <p>As a result of our 2014 - 2015 LES, we decreased from 96% to 86% in the parents’ feedback of satisfaction of the survey. Areas of need that is a priority is addressing the 71% result of parents whose scholars have an IEP will know that their scholars are receiving support services that will .</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Professional development during the 80 minutes on Tuesday to support the implementation of the communicating with parents program</p>	<p>Teachers</p>	<p>9/3/15 – 6/1/16</p>	<p>Admin</p>
<p>Data analysis sessions will be facilitated with scholars with disabilities , English Language Learners, and those who are over-aged. This will help scholars to</p>	<p>scholars</p>	<p>9/3/15 – 6/1/16</p>	<p>Administration/teachers</p>

deepen their understanding of where they are academically and socially. Professional development will be provided by Administration to support teachers in the process.			
On Mondays from 3 – 3:40 parents are invited to the school to visit with teacher to discuss scholars progress and engage in grade level team meeting to address academic and social supports. Once a month, on Fridays, parents are invited to visit classes to engage in observations to monitor class instruction and deepen their understanding of the Common Core practices.	Parents	9/3/15 – 6/1/16	Teachers, Administration
During the SLT meeting and parent meeting, supports that are provided to all scholars with an emphasis on special needs scholars will be identified.	SLT team	9/3/15 – 6/1/16	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Part 4b. 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 SWP		Title I TA		P/F Set-aside		21 st Century	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Interim Assessments	Ready Instruction for reading and Writing	Small group	During the school day
	MOSL	Iready intervention class)	One-to-one	During the school day
	Performance Series		Whole Class	During the school day
	Baseline Assessments	RTI	Tutoring	During the school day
	Teacher made assessments	Mastering the [Grade Level] Standards		After School
Mathematics	Interim Assessments	Ready Instruction for reading and Writing	Small group	During the school day
	MOSL	Iready intervention class)	One-to-one	During the school day
	Baseline Assessments		Whole Class	During the school day
	Teacher made assessments	RTI	Tutoring	During the school day
		Mastering the [Grade Level] Standards		After School
Science	Interim Assessments	Close reading of text	Small group	During the school day
	MOSL	Hands-on project based learning	One-to-one	During the school day
	Baseline Assessments	Interactive writing	Whole Class	During the school day
	Teacher made assessments		Tutoring	During the school day
				After School
Social Studies	Interim Assessments	Close reading of text	Small group	During the school day
	MOSL	Project based learning	One-to-one	During the school day
	Baseline Assessments		Whole Class	During the school day
	Teacher made assessments		Tutoring	During the school day

				After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Scholars Surveys Anecdotal Teacher referrals	Grief Counseling Conflict Resolution Gender workshops College and Career ready skills class	Small group One-to-one Whole Class Tutoring	During the school day During the school day During the school day After School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

1. Collaboration with the Teacher Recruitment and Quality Department for recruitment purposes.
2. Opportunity for Leadership by through the participation on the Instructional Cabinet
3. Professional Development that is offered on site and on the district level to support instructional practices

Appointing lead teachers for grade level and departments. Weekly administrative led professional development in the areas of Charlotte Danielson Framework to improve instructional practices.

2b. High Quality and Ongoing Professional Development

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

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/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet during scheduled professional development to analyze assessments that will be administered:

1. School Net development of ELA and Math exams
2. DBQ based testing that is aligned to the MOSL exams, questions are identified using pervious NYS exams and publisher resources.

Vendors provide professional development:

- Curriculum Associates
- McDougal Litttel
- Glencoe

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	196,257.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,490,774.00		

¹Explanation/Background:

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

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

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

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

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

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

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
 - supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

1. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

2. 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 to 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;

3. Student Responsibilities:

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

always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 671
School Name Mott Hall Bridges Academy		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Nadia Lopez	Assistant Principal Karen Cadogan
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Magalie Gabrile	School Counselor Guidance Counselor
Teacher/Subject Area Marie LeBrun/Math, Science	Parent Wanda Cosme
Teacher/Subject Area Tivon Skinner/ELA, SS	Parent Coordinator Dionna Matlock
Related-Service Provider Sharon Cadogan	Borough Field Support Center Staff Member Olga DiFilippis
Superintendent Mauriciere de Govia	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	208	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	1
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL						1				0
Total	0	0	0	0	0	0	0	0	0	0

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								1						0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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								1						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)								1						0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	1				0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7	1	1							0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The school uses the 2015 NYSESLAT results and Fontas and Pinnell's independent reading level and writing skills to assess ELLs. The assessments indicates students overall strength and weakness in Phonemic Awareness and reading comprehension. This data helps inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The results of the 2014 NYSESLAT indicates one seventh grader at K671 scored an intermediate level on the exam at the school.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Upon examining the results of the NYSESLAT modalities, the student needs to improve their listening skills. This can be done by first making sure that students understand what it is that is being taught in the classroom. Having students repeat orally what is expected of them will help build on this skill. Teaching students how to pay attention to verbal instruction and lesson is also very imperative. Additionally, one the ELL students need more support in their reading and writing because they failed to meet proficiency in this area by several points.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
The data shows that our students is below proficiency in the four modalities. As a result, the support to this student will be increased this year by providing extra support during the literacy block, the teacher will differentiate instruction, according to the student's instructional level. The teachers in the building meets with the ESL teacher to discuss materials and strategies that can be used with the ELL

students. School leaders and teachers analyzed the ELL assessment used continuously to inform the instruction of the students whenever needed. Professional development will be offered by the ESL teacher BSC on different ways to use periodic assessments and strategies that can be used in the classroom.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?
ELL's especially new-comers demonstrate needs for both academic contents and second language acquisition. Making sure that lesson and instruction carries dual objectives such as content objective and language objectives. Differentiated activities and material requiring different linguistic readiness are included. The following methods should be used to support all ELL students: scaffolding, the use of various ESL strategies, vocabulary development, grammar and phonics.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ELL program is determined by scores on the NYSESLAT. The movement a student makes from one performance level to another over several years is another indicator of the effectiveness of the ELL program. We are clearly focused on the students' scale score and performance level on the NYS ELA and Math exams. In addition, classroom progress and student's participation is another indicator of the success of the programs for ELL.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

When a student is admitted to the NYC school system, parents are actively involved in all aspects of the decision making process. When a parent registers their child in the New York City School District for the first time, the principal or ESL teacher administers a Home Language Identification Survey (HLIS) to the parents to fill out in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R has to be administered within the first ten days of enrollment in the school.

Students who speak Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, parents are mailed an entitlement or non-entitlement letter for the ESL program within ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents.

For students who are readmitting into the NYCDOE the following reports will be printed: BIOS, HIST, HIBE, HIAD, and other requested documents that are deemed appropriate to determine the correct placement of program.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

All parents of students identified as ELLs are contacted and students are tested within 10 days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native tongue. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL teacher is obligated to help parents to find a school that offers the program. The ESL teacher informs the parents that the school could place them on a waiting list until they have 15 or more students with the same language and grade

to open up a bilingual class. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Once all LAB-R and LAB exams are administered to students within the first ten day of registering. Parents are mailed an entitlement or non-entitlement letter for the ESL program within the ten days. Parents are also given a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. Forms are stored in a secured cabinet in the designated ELL binder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After students are assessed, the parents are invited to an orientation where they will learn more about the different programs that is offered in the school. At the orientation, parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parent's native tongue. The video offers parents three program options (Transitional Bilingual Education, Dual Language and Freestanding ESL). The video, brochures and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher also describes the programs that are available at the school. If the program that the parents decide is not available at the school, the ESL teacher is obligated to help parents to find a school that offers the program. Parent brochures in the parents native language are also given at the orientation so the parents could review the different choices that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form, that their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education Program, the student would be placed in school that offers Transitional Bilingual Education. The ESL teacher would follow up with parents with a phone call in the Parent's native language to ensure that Transitional Bilingual Education is what they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice option. After reviewing the Parent Survey and Program Selection forms, we found that all of our ELL parents had chosen to place their children in the Freestanding ESL class instead of Transitional Bilingual Education or Dual Language ones.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A schedule is made to administer the exam during a two week period. Parents are notified by mail and phone that their child will be taking the NYSESLAT exam. Each day students are given a different section of the exam. Students who missed any exams will be given additional days to make it up.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The ESL program offered at our school is aligned with parent's requests. The program that is available embraces all different types of language. Many of the program that the students use offer students information in their native language. We work on preparing the students for the 21st century. We provide information to our ELL parents through newsletter, during Parent-Teacher Conferences or individual meetings. We have an open door policy to our ELL parents to come and visit our classrooms to see what's taking place, to get a better understanding of their options.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Communication is essential to maintaining relationships with our parents, therefore, we will communicate by phone and letters that are written in the native language to schedule a time for parents to come to the school and meet with a translator to fill out surveys and program selection forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ESL and intervention specialist keep a log of all parent surveys and program selection forms that have been distributed and set benchmark dates for completion. Any missing document will render a phone call or letter that is sent home to request the parent come in and complete the form.

9. Describe how your school ensures that placement parent notification letters are distributed.
Our school secretary ensures that all letter for placement are hand delivered to scholars by having them come to the main office and sign that letters have been distributed. Each letter is copied and kept in a folder in the event they should be misplaced or lost.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documents are kept in scholars files to ensure they are secured safely and are only accessible to authorized school personnel.
11. 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 order to ensure that all students receive the NYSESLAT annually, a RLER "Y" indicator for NYSESLAT is generated. The certified ESL Teacher after careful review of the different components of the NYSESLAT (listening, speaking, reading and writing), plans and delivers instructions accordingly. Schedules of the exams are posted in school. The principal and parents are informed of scheduled dates of the NYSESLAT. The four components of the NYSESLAT are administered accordingly. Thus, after printing the list of eligible students for the NYSESLAT, a letter is sent home informing the parents of the test schedule, students are then administered the component in groups as well as individual when required. The NYSESLAT administration usually covers during the months of April and May.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
A NYSESLAT "RLAT" is printed at the beginning of the year to determine students eligibility. At the beginning of the school year the NYSESLAT exam history report is generated; from the results, parents are notified of student's continuation of entitlement or support system for students who have tested Proficient or commanding from the exam.
13. 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? 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 as per Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms the past few years, we have noticed that the majority of our parents chose the Free Standing ESL Program. All recorded by our certified ESL Teacher. At our school we have the availability of a Free Standing ESL Program for students in grades 6-8. Trend in Parent Choice Letters Parents/Guardians choose the program that will best suit their children's needs. For the past five years 100% of our parents chose the Free Standing ESL Program as their first choice, students have been placed and serve accordingly.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.
Instruction is delivered in a collaborative fashion where the ESL teacher works together with the general education and other subject area teachers to plan instruction in a differentiating matter to meet the needs of all English Language Learners in the school. The ESL teacher works together with other teachers to differentiate instruction so that all students are able to understand the lesson being taught. The organizational model for instruction is pull out method. Instruction in this class are differentiated and students are group based on their levels, their understanding of the English language, and skill that is being taught that period. The ESL teacher work closely with the ESL students to make sure that they understand what is being taught in the class. During the pull out sessions, students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and the different assessment that the students will be required to take that school year.
- b. TBE program. *If applicable.*
Paste response to questions here:
- c. DL program. *If applicable.*
Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All staff members in the building are given a schedule that notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be serviced based on their proficiency level, and when they will be serviced. Students labeled as beginners and intermediate receive 360 minutes of instruction per week in pull out method. Advanced students receive 180 minutes of instruction in pull out method.

3. Describe how core content is delivered in each program model. 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.

A certified ESL teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting. One ELL student is proficient in the Reading/Writing and Speaking section of the NYSESLAT. The other ESL student is proficient in the Speaking section of the NYSESLAT. The ESL teacher provides 180 minutes a week to the advanced students. The ELA mandated units will be provided by the certified ELA teacher. Our school currently has a part-time ESL teacher who provides services to students and collaborate with the ELA teachers to ensure students are receiving adequate support and understanding of strategies and skill taught to improve academic progress. Students receive 4 periods of ESL with a certified ESL teacher and the ELA mandated units will be given to students

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

Paste response to question here:

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

ESL teacher creates goals based on the NYSESLAT exam. ELLs are evaluated throughout the year based on classwork and assessments that is provided and used by the ESL and classroom teachers. Lessons that are provided to the ELL students covers all four modalities. A pre and post assessment is used during lessons. In addition, the teacher takes conference notes of the students progress throughout the lesson.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE Students

Although Mott Hall Bridges Academy does not have any Students with Interrupted Formal Education. Sife students would be assessed to identify weakness and strengths. Individualized meetings with parents to provide them with an individual plan based on the needs of the SIFE student. A complete assessment for these students will be conducted to find out areas of deficiency to help provide necessary teaching and learning strategies. At the same time, we would refine and enhance students' prior knowledge and boost confidence. They would be supported with ESL and Guidance Intervention support services provided by the ESL Teacher and the guidance counselor. Literacy support would be provided in the classroom as well as individual tutoring provided by the ESL Teacher in the student's native language. The English Teacher and the ESL Teacher would also utilize a collaborative team teaching approach to address the needs of these students.

In addition, the following plans are also used:

Making an individualized student needs assessment

Creation of an AIS plan for the student focus on the literacy and math component

Grade appropriate instructional support materials

Differentiation of instruction in all areas

Staff will receive professional development by the ESL teacher on strategies that benefit SIFE within the classroom

Professional development will also be offered in the new ALLAD assessment to identify SIFE students

An analysis of their scores on the NYSESLAT, ELA and Math assessment suggest that their problem is one of reading and writing. Our action plan for this group involves:

An after school program, targeting reading and writing

Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.

Plan for Special Needs Students

Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher IEP contact person.

Monitoring newcomer and SIFE student for possible special need status.

The delivery of AIS services after school.

Newcomers

When a new student is registered in our school, we provide an informal student orientation and the following resources to facilitate the transition. Newcomers work in pairs with students in the advance language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and reach them with ESL methodologies.

iReady is used to support instruction.

Buddy system identifying a similar student in his/her class that will assist during the day

Encourage student to participate in the After School activities

An informal assessment is provided to identify possible Academic Intervention Programs

Home School Communication

Long-term ELL

Making an individualized student needs assessment

Additional focus on Reading/Writing are given to Long-term ELL's.

AIS is provided to students

Differentiation of instruction in all areas

Former ELLs

ESL teacher push-in students class to provide extra academic support

Students are Encouraged to participate in After School activities

Differentiatin of instruction in all areas

- Paste response to questions here:
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

8. 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?

Our policy for special needs students includes:

Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

Collaboration between the ESL teacher IEP contact person.

Differentiation of instruction in all areas

SIOP methods

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

Special Education Teachers and ESL Teachers work collaboratively in reviewing the IEP goals and developing a plan of action for the school year. Ready instruction is used to support students in academic success.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

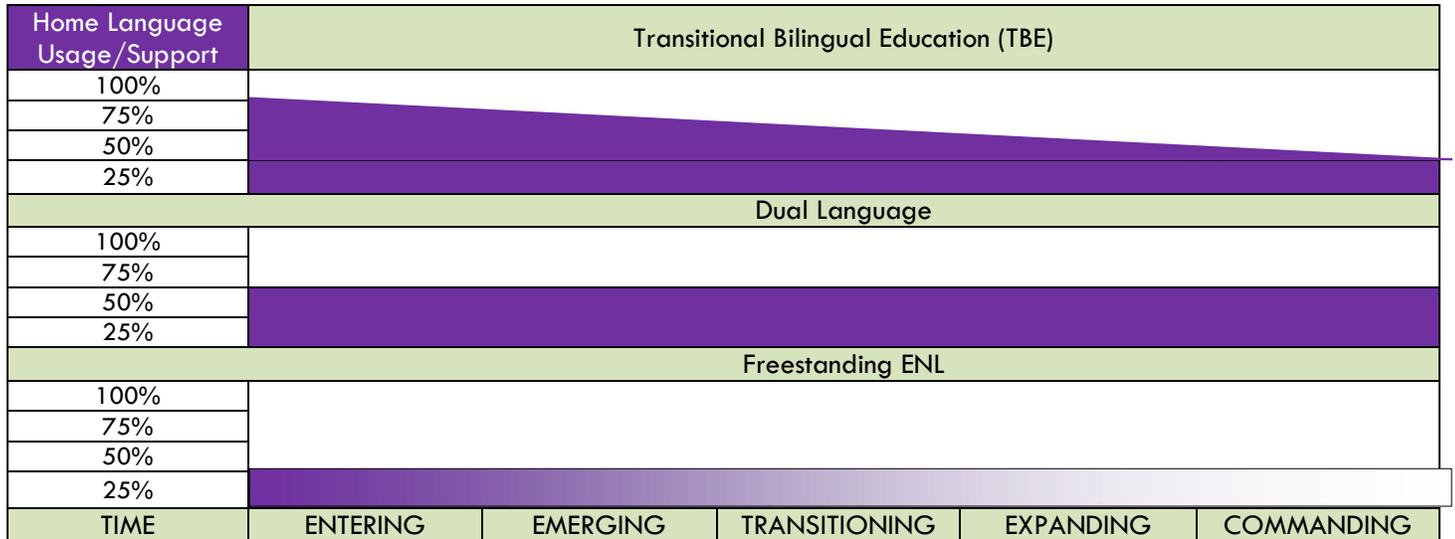


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently the ESL program that is in place in the school is meeting the Listening/Speaking and Reading /Writing skills through the use of various methods.
12. What new programs or improvements will be considered for the upcoming school year?
There are no ELL programs that have discontinued in the school this year.
13. What programs/services for ELLs will be discontinued and why?
All students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to any student in their grade level. Students are able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Technology plays a big role in our ESL program. The teacher has access to IPADS, computers and SMARTBOARD to support ELL students. Achieve 3000 is a technology based program that used to support students in content and language. The NYSESLAT and Beyond is another program that is used to build students in the different modalities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The Native Language of our students is embraced in the ESL program. Different activities celebrating the students' native language are also used in the ESL program. Dictionaries and thesauruses in the students' native language and English are provided to assist the students in the class where appropriate.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The Common Core Learning State Standards and curricula are used to plan instruction and activities in the class. The different activities are differentiated based on the students' ages, grade, level of proficiency and ability.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Our Part-time ELL teacher receives professional development through the network. Professional development will be provided to every teacher in our school building on a regular basis by the ESL teacher and principal. All of our teachers will be provided with common preparation periods during which the Principal will engage teachers in study group activities and best practices for English Language Learners. These workshops are held on a weekly basis on all areas of the curriculum. The Principal, will also provide the teachers with professional development in Literacy, Mathematics, and Language Acquisition. Differentiated Instruction is embedded in all lesson planning and workshops.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Lesson planning, thematic instruction and differentiation of instruction are some of the topics on the agenda. This staff development consists of study groups, modeling instruction and outside workshops. Part of the staff development will take place after school hours during the school year. Our teachers also attend professional development activities provided by DOE, BETAC, and by our CFN. Additionally, we will be implementing the SIOP model during the September 2013 - June 2014 school year. Professional Development support the alignment of curriculum to CCLS to support the needs of ELL students through scaffolding to support text complexity, building of vocabulary through visualization and providing background knowledge, and use of literary materials that allow students to make connections to content area.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Professional development will be provided by the ESL teacher to Special Education teachers who will receive 10 hours of ELL training and general education teachers will receive the 7.5 hours of ELL training as per state mandate. Some of the topics include basic ELL background, the school ELL intake, initial language learning (phonemic awareness, phonics, vocabulary and comprehension instructional strategies), academic vocabulary, childhood and adolescent development considerations, technology-based interventions, co-teaching, joint -ESL and classroom teacher goal setting and monitoring, task complexity, levels of questioning, and using data such as NYSESLAT and periodic assessment data to drive ELL instruction. In addition, teachers will attend workshops offered by DOE, BETAC and our CFN. These meetings will inform teachers about the compliance issues, identification of students as well as testing accommodations and strategies for differentiating and supporting ELLs in their classrooms. We plan to work very closely with the LIU BETAC to assist us in training our staff on ELL best practices to prepare our staff for the future. We hope to have more ELL students come to our school in the next few years and this will be our planning year to prepare a quality program. The school guidance counselor also helps teachers with ELL students. He helps with the transition from middle school to high school by involving their parents in the process of learning which schools best meet their child's needs.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: In our school parents are viewed as critical stakeholders in our students' academic achievement and as a result considerable efforts are made in order to engage them with knowledge about school events, activities and important information as well as strategies to assist their child with homework. Every effort is made to communicate in the parent's native language. All communication materials that are sent to their homes, is translated into Spanish (the dominant language of our student body). Our goal is to encourage families to be actively involved in the learning community of our school. The principal, staff and outside agencies will provide multiple workshops throughout the year to engage parents in the education of their children. If we have parents of newly enrolled ELL students, they will be provided with two orientation sessions. These sessions include the necessary information regarding their choices for the Transitional Bilingual, ESL or Dual Language Programs. These orientation sessions are separated and apart from regularly scheduled parent meetings and are conducted by the staff and the principal. Some topics that are covered: State standards, assessments, school expectations and general program requirements. Parents are invited to attend these workshops throughout the school calendar year of September 2013 and June 2014. A plethora of workshops are provided for the parents in English and Spanish. We occasionally invite community based organizations to send in special speakers and offer their services to our parents. We will evaluate parental needs by having parents fill out surveys indicating the type of workshops and/or services they would like us to offer. Paste response here:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parent involvement includes, but are not limited to participating in PTA meetings, volunteering for school wide activities (Cultural Feast, College Week, Breast Cancer-Awareness Walk), and engaging in classroom visits.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
We have partnered with BETAC through Long Island University to provide workshops for parents
5. How do you evaluate the needs of the parents?
Parents' needs are evaluated through the use of surveys that are native language appropriate, as well as face-to-face interviews.
6. How do your parental involvement activities address the needs of the parents?
Parent involvement activities build parent engagement and build knowledge of what our students must master in the classroom. Additionally, this creates an inclusive environment that honors parent voice and their presence in through the education process.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Mott Hall Bridges Academy**

School DBN: **23K671**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nadia Lopez	Principal		9/21/15
Karen Cadogan	Assistant Principal		9/21/15
Dionna Matlock	Parent Coordinator		9/21/15
Magalie Gabrile	ENL/Bilingual Teacher		9/21/15
Wanda Cosme	Parent		9/21/15
Marie LeBrun	Teacher/Subject Area		9/21/15
Tivon Skinner	Teacher/Subject Area		9/21/15
	Coach		
	Coach		
Wesle McLeod	School Counselor		9/21/15
Mauriciere de Govia	Superintendent		
Olga DiFilippis	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K671** School Name: **Mott Hall Bridges Academy**
Superintendent: **Ms. M. DeGovia**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In compliance with the Chancellor's Regulation A-663, 23K671- Mott Hall Bridges Academy uses the following data and methods to assess written and oral interpretation needs of parents: 1. Collecting data regarding Language of Preference Survey indicating parents' primary language spoken at home with children and whether such parents require language assistance to communicate with the DOE. 2. Making available translation and interpretation services for parents. Utilizing the DOE/Translation and Interpretation Unit's Ms. Henry Wright to translate documents into Spanish Multilingual Language Access flyers and brochures to parents, along with posting DOE/ Translation and Interpretation Unit's telephone number by the safety agents' desk. 3. Develop a school-based language access plan aligned to Part III of the Home Language Identification Survey questions pertaining to parents' language of choice with school staff. Student Emergency Contact cards are completed and noted identifying parents' particular language preference at registration. 4. Increasing parental awareness regarding their rights, the availability of translation and interpretation services during business hours. 5. Maintaining records regarding the provision of language assistance to monitor changes and progress.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At registration a Parent/Guardian Home Language Identification Survey (HLIS) is administered by the certified ESL Teacher Ms. Gabriel. If the parent indicates a language of preference other than English in part III of the (HLIS), copies of that home language survey are made and kept by Ms. Gabriel and our

parent coordinator. Currently at Mott Hall Bridges Academy, the preferred languages of parents are: English and Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Mott Hall Bridges Academy will provide all documents required by the Chancellor's Regulation A-663 using documents produced by the central DOE offices and schools which contain critical information regarding a child's education. a. The school will provide the following written translation services: Registration/Home Language Survey form, application and selection. b. standards and performance, standard text on report cards. c. conduct, safety and discipline text. d. special education, transfers and discharges, related services. e. newsletters, monthly calendar, NYS testing dates, parent-teacher conference announcements, after-school program information. In house qualified staff members will provide translation; outside vendors with specialized linguists will translate critical communication in a timely manner in parents' preferred language.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

To ensure parental engagement in their children's education Mott Hall Bridges Academy offers: Curriculum nights twice a year, parent-teacher conference several times a year, parent-workshops, scheduled parent-teacher meeting during preps, teachers or guidance counselors calls to parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Mott Hall Bridges Academy will meet translation needs of parents by requesting the Translation & Interpretation Unit and outside vendors with qualified linguist will translate documents in Spanish.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation at Mott Hall Bridges Academy will be done by Interpretation Unit or outside vendors will be used for Spanish.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In compliance with the Chancellor's Regulation A-663, Mott Hall Bridges Academy will : a. Obtain translated signs for posting and Language Identification Cards for identifying parent's primary language. b. provide training for staff members. c. Facilitate the provision of Language Access Services. d. Accessing school translation funds and options for using these funds. e. Posting posters from the NYC DOE Translation & Interpretation Unit and outside vendors telephone numbers .f. Distributing brochures/calendars from Language Kit indicating Translation and Interpretation Unit email address and contact number for free assistance for teachers and administrators. g. An "I Speak..." Card to know how to access a free over the phone interpreter.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

To fulfill parental notification requirements for translation and interpretation services, as per Section VII of the Chancellor's Regulation A-663, Mott Hall Bridges Academy will: a. Distribute the Translation & Interpretation Unit survey to parents to assess provision of language services by the Translation & Interpretation Unit. b. A copy of the Bill of Parents Rights and Responsibilities is available. c. Multilingual Welcome Poster will be posted at the entrance and in the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

To ensure the successful implementation of language access initiatives and gather feedback from parents on the quality and availability of services, Mott Hall Bridges Academy will make available an evaluation form to parents to rate services of translation and interpretation services received from our community school.