

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M139

School Name:

STEPHEN T. MATHER BUILDING ARTS & CRAFTSMANSHIP HIGH SCHOOL

Principal:

LARRY GABBARD

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Stephen T. Mather Building Arts & Craftsmanship HS (Mather HS) School Number (DBN): 02M139

Grades Served: 9-12 (though for 2015-2016, just 9-11)

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

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

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

Principal: Larry D. Gabbard

UFT Chapter Leader: Emily Williams

Parents' Association President: Ricardo Roman/ Co- Cheryl Piexoto

SLT Chairperson: Cheryl Piexoto

Title I Parent Representative (or Parent Advisory Council Chairperson): Migdalia Padilla

Student Representative(s): Viviana Garcia
Adrian Vargas

District Information

District: 02 Superintendent: Fred Walsh

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

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

Phone Number: (212) 356-3739 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ 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 Comprehensive Educational Plan (CEP) 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)
Larry D. Gabbard	*Principal or Designee	
Emily Williams	*UFT Chapter Leader or Designee	
Ricardo Roman/ Co- Cheryl Piexoto	*PA/PTA President or Designated Co-President	
Lorraine Marshall	DC 37 Representative (staff), if applicable	
Migdalia Padilla	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Viviana Garcia	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Adrian Vargas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Naomi Kroll, NPS	CBO Representative, if applicable	
Alex Harty	Member/ Teacher	
Harris Mintz	Member/ Teacher	
Kadija McCord	Member/ Parent	
Mabel Pazos	Member/ Parent	
	Member/	
	Member/	

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

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

Stephen T. Mather Building Arts & Craftsmanship High school is a Career and Technical Education (CTE) school that offers its students hands-on skills-training in the specialized building arts and landscape trades, focused on high-quality craftsmanship and historic preservation. Mather HS's founding partner, the National Park Service (NPS) - which is committed to protecting the nation's national parks, monuments, cultural and historic sites including the Statue of Liberty & Ellis Island – has an active role in the daily operations of the school by continually working to develop the CTE curriculum, offering regular access to work-based learning sites, arranging jobs and internships for students, and by providing NPS employees to demonstrate for and train our students in the skills required by the historic preservation field. In conjunction with the CTE program, the rigorous Regent's curriculum offered at Mather HS prepares our students to be both career and college ready upon graduation. The Regents curriculum offered to students is guided by Mather HS's three (3) core instructional principals, which include CCLS mastery-based planning and grading, project-based hands-on learning, and a cohesive emphasis on building student writing and literacy skills. Our belief in CCLS mastery-based planning and grading provides Mather students with both a clear understanding of their academic strengths and areas of development, and the ability to clearly vocalize their academic progress to others. The implementation of project-based hands-on learning across grade levels and content areas allows Mather students the opportunity to become actively engaged in course skills and content by completing interactive assignments that demonstrate mastery of CCLS. Lastly, to develop and strengthen our students' literacy skills, Mather HS utilizes Judith Hochman's writing system, titled, *Teaching Basic Writing Skills*, which provides targeted literacy instruction to both increase student reading comprehension, and strengthen writing organizational skills.

The Mather HS culture is rooted in and driven by the Five (5) Mather Core Values, which include *awareness, collaboration, responsibility, positive risk taking, and being action oriented*. These five (5) core values and other social-emotional skills are continually nurtured and reinforced by the Mather HS advisory program. Assigned to an advisory group (*Packvisory*) as incoming ninth graders, Mather students remain with their specific advisory group for four years as they move through the full four-year advisory curriculum. Although advisory teachers (pack leaders) are rotated each year, the stability of the student advisory groups allow for the formation of a group culture built on foundation of trust and support and driven by the five (5) Mather Core Values.

The student population at Mather HS is approximately 70% male and includes a large percentage of students with IEPs at approximately 30%. Additionally, a majority of our students enter Mather with below grade level skills in both mathematics and English language arts. To best serve the needs of our Mather HS student population, we are committed to providing individualized attention and instruction, targeted and leveled literacy and math instruction, and on-going social-emotional support and guidance.

During the 2014-2015 school year, Mather HS made notable progress with two elements of the Framework for Great School by providing our students with both *rigorous instruction* and a *supportive environment*. Our efforts to develop rigorous instruction have been supported by (but are not limited to) the hiring of a full-time instructional coach to provide individualized coaching to all teachers, providing regular instructional professional development sessions, and the scheduling of time for regular teacher co-planning sessions, grade team instructional meetings, and classroom inter-visitations. Our efforts to provide our students with a supportive environment are evidenced by our focus on the five (5) Mather Core Values, our four-year advisory curriculum, and other culture building initiatives including (but not limited to) our on-going positive behavior intervention system (class DOJO), restorative circles, our numerous cultural events and celebrations (Mather Gather, Spirit Week, Winter Holiday Celebration, Career Day), our monthly Student –of-the-Month ceremonies and town hall meetings, and our daily commitment to providing our students with a positive and memorable high school experience. Looking ahead to the 2015-2016 school year, a key area of focus for Mather HS will

be to continue building our strong family-community ties. As a new and growing school, Mather has the unique opportunity to build strong foundational relationships – as opposed to improving existing ones - with both our students' families and the neighborhood community at large. The two-fold Mather strategy for engaging students' parents includes both daily school-parent outreach, and providing unique and enjoyable opportunities for families to come to the campus. In addition to providing invitations to our cultural celebrations, the great success of the April of 2015 inaugural *Mather Parent Dinner* will be replicated and expanded for the spring of 2016. To establish and build relationships within the community, Mather HS is actively devising proposals that would enable our students to apply their CTE skills to improving the neighborhood at large. These proposals include both the building of a rooftop community garden, and utilizing our students' carpentry skills to engage in a general neighborhood beautification project.

02M139 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10	Total Enrollment	194	SIG Recipient	YES
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	10	# SETSS	5	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	8
School Composition (2013-14)					
% Title I Population		136.5%	% Attendance Rate		91.2%
% Free Lunch		69.4%	% Reduced Lunch		14.1%
% Limited English Proficient		12.9%	% Students with Disabilities		32.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.2%	% Black or African American		21.2%
% Hispanic or Latino		55.3%	% Asian or Native Hawaiian/Pacific Islander		4.7%
% White		14.1%	% Multi-Racial		3.5%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		21.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)		2.39
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		89.2%	% 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		
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		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.

Part 1 – Needs Assessment

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

Mather Strengths : The information below comes from our December, 2014 Quality Review Report:

- o School leaders and faculty ensure that curricula are aligned to Common Core learning standards and content standards and make purposeful decisions to integrate the instructional shifts. (**12/14 QR**)
- o Curricula and academic tasks are planned and refined by using student work and data. (**12/14 QR**)
- o The school’s approach to building coherence and promoting college and career readiness for all students so that a diversity of learners, including English language learners and students with disabilities, have access to curricula leading to improved performance. (**12/14 QR**)
- o The faculty and administration reached consensus to utilize a standardized lesson plan and unit plan template. Lesson plans and units are designed to incorporate priority and supporting standards around the Common Core learning standards. (**12/14 QR**)
- o Teachers of all subjects including Career and Technical Education (CTE) engage in interdisciplinary curriculum mapping through Atlas. This school wide (adopted) process facilitates the development of Common Core aligned curricula and instruction thereby promoting coherence across grades and subjects. (**12/14 QR**)

Mather Needs : The Data below was provided by Renaissance Learning’s STAR Reading and ELA Assessments:

9 th Grade ELA/Math Assessment Data	
ELA	
Math	
10 th Grade ELA/Math Assessment Data	
ELA	
Math	

As evidenced by the data above, Mather HS students have entered high school with below grade-level skills in both English language arts and mathematics. The average ninth grade student has a 6.9 grade equivalent for ELA and a 6.4 grade equivalent for mathematics. The average tenth grade student has a 7.4 grade equivalent for ELA and a 9.5 grade equivalent for mathematics. This data evidences a school-wide need to provide targeted literacy and math instruction with the goal of raising our average grade-level equivalent for both English language arts and mathematics across all grades.

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 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the overall math and ELA Grade Equivalent by one and a half for both the current ninth and tenth grade students by the May of 2016.

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?</p>
<ul style="list-style-type: none"> o Administer STAR ELA and Math Exams to all Mather students o Grade team analysis of data to identify trends and individual student needs o Purposeful grouping of students based on needs as evidence by data o Design and implementation of targeted ELA and math instruction based on data 	All students	September 2015	Mather Administration and Mather Teachers
<ul style="list-style-type: none"> o Re-administer STAR ELA and Math Exams to all Mather students o Grade team analysis of data to identify trend, growth, and individual student needs o Purposeful re-grouping of students based on needs as evidence by data o Re-design and implementation of targeted ELA and math instruction based on data 	All students	January 2016	Mather Administration and Mather Teachers
<ul style="list-style-type: none"> o Re-administer STAR ELA and Math Exams to all Mather students 	All students	May 2016	Mather Administration and Mather Teachers

o Grade team analysis of data to measure progress with regard to the school annual goal.			

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.											
Mather teachers and administrators will facilitate this process without any major schedule adjustments.											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		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.
The mid-point benchmark will be the results of the re-administered assessment in January 2016. A (.75) or greater increase for both ELA and math for both student populations will indicate expectable progress towards our 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 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.

Part 1 – Needs Assessment

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

Mather Strengths : *The information below comes from our December, 2014 Quality Review Report:*

o School leaders consistently communicate high expectations regarding professionalism, instruction, communication and the Danielson Framework as well as provide training to the faculty to meet those expectations. An established culture for learning that systematically communicates a unified set of high expectations for all students as well as provides clear, focused, and effective feedback through guidance and support. (**12/14 QR**)

o Staff is expected to be aware of students’ social and emotional needs. Faculty receives professional development on strategies such as *Circles* to utilize in classrooms and advisories to support students . (**12/14 QR**)

o Credit Accumulation: 91/109 or 83% of 9th graders and 65/76 or 86% of 10th graders are on track for grade promotion for the 2015-2016 school year (**STARS DATA**)

The following data is from the 2013-2014 NYC DOE School Survey:

o As evidenced by the 2013-2014 School Survey Results below, a large majority of students felt safe in the school building:

o As evidenced by the 2013-2014 School Survey Results below, a large majority of students feel challenged by their courses and teachers:

Mather Needs

o As evidenced by a 5/21/15 ATS Report, Mather HS’s attendance rate is 88.7%. Moving forward into the 2015-2016, it is crucial that Mather HS increase’s this attendance rate to ensure that all we are meeting all of our student’s needs.

o Proactively lower the suspension rate through the continued and expanded implementation of both of Class Dojo, Mather’s Positive Behavior Intervention System, and our Restorative Justice program that utilizes both peer-mediators and restorative circles.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase Mather HS’s yearly attendance rate (September – May) from the current rate of 88.7% to at least 90% for the 2015-2016 school year.

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 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?</i></p>
<p>School wide roll out Mather Attendance Policy (including lateness/absenteeism intervention steps)</p>	<p>All Mather Students</p>	<p>Freshman Orientation in June 2015 & September 2015</p>	<p>Mather Administration</p>
<p>Weekly attendance/lateness data analysis to identify students in need of lateness/absenteeism intervention steps</p>	<p>Consistently late and absent students</p>	<p>Consistently late and absent students.</p>	<p>Mather Administration</p>
<p>Engage in lateness/absenteeism intervention steps</p>	<p>Consistently late and absent students</p>	<p>Consistently late and absent students</p>	<p>Mather Administration</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Mather administration will design and supervise the implementation of school attendance policies and Mather teachers will record accurate attendance records.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
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By the end of semester one in January 2016, the Mather attendance rate will be between at least 88%-90%.

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.

Part 1 – Needs Assessment

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

Mather Strengths: *The information below comes from our December, 2014 Quality Review Report:*

o

o The school uses the Atlas curriculum mapping online program so teachers can maintain their lesson plans and unit plans. Teachers of all subjects including Career and Technical Education (CTE) engage in interdisciplinary curriculum mapping through Atlas. This school wide adopted process facilitates the development of Common Core aligned curricula and instruction thereby promoting coherence across grades and subjects. **(12/24 QR)**

o The faculty and administration reached consensus to utilize a standardized lesson plan and unit plan template. A majority of teachers use them and the principal and teachers stated that “it allows us to think about the common core and student outcomes.” Lesson plans and units are designed to incorporate priority and supporting standards around the Common Core learning standards. **(12/24 QR)**

o The vast majority of teachers are engaged in structured, inquiry-based professional collaborations that have strengthened teacher instructional capacity, promoted the implementation of Common Core Learning Standards, and embedded distributed leadership structures. **(12/24 QR)**

o Teachers play an integral role in key decisions that affect student learning, and effective teacher leadership has developed school-wide instructional coherence and increased student achievement for all learners. **(12/24 QR)**

o The school has teams in place such as instructional strategies team, teacher planning team, grade teams, advisory team to name a few. The principal stated that the goal is “to provide effective collaborative instruction.” For example the advisory team initiated regrouping students around the core value skills reporting and grouping students who were not action oriented.” Teacher teams initiate these kinds of decisions and administration provides feedback as well as supports and resources. **(12/24 QR)**

o An example of distributive leadership was demonstrated by two team leaders who lead professional development. They lead their individual Wednesday team meetings and reported that when they have problems, they seek solutions before turning to administration for help. According to the Principal: “We believe in “solutionizing” when things are an issue” Another example was a committee tasked to examine restructuring the schedule so the school can provide students more time for reading each day. **(12/24 QR)**

o The guidance department meets every Wednesday. They developed the advisory curriculum and ensure that staff is delivering the curriculum effectively and help monitor the progress by visiting advisory sessions. The Special Education department and the coach set the agendas with the PPT team. The team discusses discipline, student needs, and school structure around school safety. In a team meeting, the staff articulated that they own these

different pieces of the instructional program and the business manager runs the office. The Principal serves more as a team member and consultant. According to the Principal: "They are in charge of their domains." (12/24 QR)

Mather Needs

As evidence by our 2014 New School Quality Review, professional collaboration was "well developed" at Mather HS. The challenge for Mather HS will be maintaining and even increasing this level of collaboration as the school expands to three grades and consequently adds a large number of new staff for the 2015-2016 school year.

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, 100% of Mather content teachers will have uploaded their 2015-2016 curriculums to Atlas Rubicon to enable further professional collaboration around lesson planning.

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?</p>
<p>Mather teachers will receive training on uploading Units/Lesson into Atlas</p>	<p>All teachers</p>	<p>Summer/Fall of 2015</p>	<p>Mather Administration</p>
<p>Mather administration will set and share two deadlines for uploading of units/lesson to Atlas. The uploading of semester one curriculums will be required by the start of the second semester in February 2016, and the semester two curriculums will be due by end of June 2016.</p>	<p>All Teachers</p>	<p>September – June 2016</p>	<p>Mather Administration</p>
<p>Mather instructional coach will provide coaching/support to assist teachers in uploading their uploading Units/Lesson into Atlas</p>	<p>Individual teachers as requested</p>	<p>On-going</p>	<p>Mather Administration</p>

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.											
Mather’s administration and Instructional coach will provide staff training on the Atlas system. The Mather instructional coach will provide on-going support to teachers when needed. No major schedule adjustments are necessary to facilitate this process.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant	X	SIG/SIF		PTA Funded		In Kind		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 the end of February 2016, 100% of Mather teachers will have uploaded their first semester curriculum into Atlas Rubicon.
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.

Part 1 – Needs Assessment

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

Mather Strengths: *The information below comes from our December, 2014 Quality Review Report:*

- o
- o School leaders consistently communicate high expectations regarding professionalism, instruction, communication and the Danielson Framework as well as provide training to the faculty to meet those expectations. An established culture for learning that systematically communicates a unified set of high expectations for all students as well as provides clear, focused, and effective feedback through guidance and support . **(12/24 QR)**
- o School leaders and faculty ensure that curricula are aligned to Common Core learning standards and content standards and make purposeful decisions to integrate the instructional shifts. Curricula and academic tasks are planned and refined by using student work and data. **(12/24 QR)**

The following data is from the 2013-2014 NYC DOE School Survey:

- o As evidenced by the 2013-2014 School Survey Results below, 100% of teachers expressed confidence in the school leadership

o

o

Mather Needs

As Mather HS continues to develop and grow, the challenge for effective leadership will be in providing teachers with the professional support and supervision that will ensure that all students are succeeding academically.

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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Through effective leadership, by May of 2016, at least 85% of all Mather students will be on track for grade promotion.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Mather administration and instructional coach will offer summer PD to all Mather staff to support and align instructional best practices	Mather Teachers	July-Sept 2015.	Mather Administration and Instructional Coach
Mather administration and instructional coach will offer on-going instructional PD to support classroom teachers	Mather Teachers	September-June 2015-2016	Mather Administration and Instructional Coach
Mather instructional coach will provide on-going individual coaching to classroom teacher	Mather Teachers	September-June 2015-2016	Mather Administration and Instructional Coach
Mather Administration will implement and oversee our “Action Orientated Time” program to provide proactive academic support to any student in danger of not receiving academic credit for any course.	Students with below a 65 in any course	September-June 2015-2016	Mather Administration, Instructional Coach, and Mather Teachers

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.											
Mather Administration, Instructional Coach, and Teachers will facilitate this process without any major schedule adjustments.											
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		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		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 the end of February 2016, student accreditation will be measured to ensure that at least 85% of Mather students are on track for grade promotion.

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.

Part 1 – Needs Assessment

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

Mather Strengths

o Family Outreach:

- Regular content teacher outreach
- Regular advisor-advisee outreach
- Regular IEP case manager outreach

o To provide feedback to students and parents, the online grading system JumpRope is utilized to identify the skills that teachers are addressing, core values they are grading, and record anecdotal comments. Students and families have access to this information and in student-led conferences, students speak articulate their progress and areas of strength, areas that needs improvement with their parents and teachers. **(12/24 QR)**

o PTA Meetings: Parents/guardians are welcome to join for the Mather PTA meetings. Meeting schedules are determined by the PTA, and meeting information is communicated from the school to the parents/guardians

o SLT Meetings: Regular SLT meetings are held at Mather HS and parents are encouraged to attend.

o Student-Led-Conferences: Mather HS host bi-annual Student-Led-Conferences that parents/guardians are heavily encouraged to attend to learn about their scholars progress

o Cultural Celebrations Open to Parents

- Incoming freshman orientation (June before incoming Sept)
- Mather Gather Celebration (before Thanksgiving Break)
- Holiday Recess Celebration (before Holiday Break)
- Spirit Week Assembly Celebration (held in March)
- Mather Parent Dinner (held during Spring)
- Mather Move-Up Ceremony (held during June)

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—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

For both the fall and spring Mather Student-Led Conferences, there will be a combined percentage of at least 90% parent/guardian participation. Additionally, the amount of family participants for the 2016 Mather Parent dinner will increase from thirty (30) to at least seventy-five (75).

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Mather HS will host orientation night for incoming 9 th graders to proactively establish positive relationships with new students and their families	Incoming 9 th Grade students and their families	June 9 th , 2015	Mather Administration, Teachers
Mather HS will continue its parental outreach policy and will provide teachers with schedule time to facilitate this.	Student Families	September – June 2015-2016	Mather Administration
Mather HS will continue to host its numerous cultural celebrations, and will make proactive efforts to inform and remind families of these celebrations in order to increase participation.	Students and their Families	September – June 2015-2016	Mather Administration
Mather HS will continue to host its bi-annual Student-Led-Conferences, and numerous parental outreach attempts will be made to ensure family participation.	Students and their Families	October, 2015 and March 2016	Mather 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.

Time for family outreach will be built into teacher's weekly schedule.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>The October 2015 Student-Led-Conferences will have at least 87% family participation.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 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)	STAR Reading Program <i>Urgent Intervention</i> or <i>Intervention</i> classification	Reading Groups, Renaissance Reading Program, Leveled Classroom readings and writing assignments, Purposeful grouping	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
Mathematics	STAR Math Program <i>Urgent Intervention</i> or <i>Intervention</i> classification	Targeted instruction including leveled classroom assignments, guided tasks, purposeful grouping, and teacher modeling	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
Science	Grade of below 70 at midpoint of each semester	Targeted instruction including leveled classroom assignments, guided readings and writing, purposeful grouping, and teacher modeling.	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
Social Studies	Grade of below 70 at midpoint of each semester	L Targeted instruction including leveled classroom assignments, guided readings and writing, purposeful grouping, and teacher modeling	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	Enrichment/Remediation Class (ER), throughout the school day, after school, selected Saturdays, and during lunch period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	As mandated by student IEP or as needed basis determined by teacher and/or admin	Counseling Services	One-to- one instruction, small group instruction, teacher tutoring, peer tutoring, teacher push-in, student pull-out	During the school day

	Observation			
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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
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Prospective Mather teachers are interviewed by our teacher-lead hiring committee in the group interview format with a select few moving on to individual meetings with the Mather administration. Once hired, new Mather teachers participate in a series of summer "new teacher induction" professional development sessions where they receive training and support on planning curriculum developing lessons, implementing instruction, and learn about the Mather culture, the Mather Core Values and key programmatic elements like the Mather advisory and ER programs. Throughout the year, all Mather teachers are supported professionally with both regular professional development sessions (where the covered topics are teacher generated), and the full time presence of an instructional coach to provide daily non-evaluative feedback to teachers. Additionally, every spring the Mather administration hosts an overnight retreat to provide the entire staff with an elongated period of time to receive additional PD, collaboratively reflect on the passing year, and make strategic decisions for the coming year. Lastly, the Mather administration regularly celebrates the efforts of the teachers, and provides an abundance of teacher appreciation in the form of public praise, personal praise, small gifts, free meals, birthday/engagement celebrations, and other acts of general professional kindness and generosity.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>As a school that utilizes a CCLS Mastery grading policy, our teacher's ability to effectively implemented the CCLS in their instruction is paramount to Mather HS's success. To ensure that our studene</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	146,283.00	X	13,16,19,24
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,363,420.00		13,16,22,24

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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. **Stephen T Mather Building Arts & Craftsmanship HS (Mather HS)**, 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. **Mather HS** 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

Stephen T. Mather Building Arts & Craftsmanship HS (Mather HS) 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.

I. 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;

II. Parent/Guardian Responsibilities:

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

- participate in or request training offered by the school, district, central and/or State Education Department 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;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
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 2	Borough Manhattan	School Number 139
School Name S T Mather Bldng Arts & Crftsmnshp HS		

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 Larry D. Gabbard	Assistant Principal Christopher Mayer/Paul Kelly
Coach Rachel Fein	Coach type here
ENL (English as a New Language)/Bilingual Teacher Luiggi Ramos	School Counselor Christina Martini
Teacher/Subject Area Emily Williams/Science	Parent Migdalia Padilla
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	287	Total number of ELLs	17	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <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	0	0		0
Dual Language										0	0	0		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	17	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	13

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	4	0	2	13	0	9	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														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										9	2	4		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										0				0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Afrikans										1				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)										2	0			0
Emerging (Low Intermediate)										3				0
Transitioning (High Intermediate)											1	1		0
Expanding (Advanced)										4	3	3		0
Commanding (Proficient)										0	2	3		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	1			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	2	3	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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									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	7		0	
Geometry/CC Algebra	7		0	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	14		4	
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	15		1	
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.
 We utilize two formal diagnostics for all incoming ELLs aside from the NYSITELL. An English diagnostic and a skill based assessment (STAR Reading for reading comprehension). We also use the reading/ELA scores of the 8th grade tests. Results of these diagnostics reveal two important data points. Reading comprehension skill deficits and writing skill deficits are considered so that we can monitor and design intervention programs for individual students. If students have identified skill deficits, integrated ENL is provided to ELLs in Math, Science, ELA, and History by a content teacher and ENL co-teacher. With regard to our ELL population, they are on trend with the majority of the cohort in terms of proficiency.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After reviewing our students' data, most of our students are at an Expanding level in reading comprehension and writing skills. According to NYSESLAT scores, 10 of our students are at an Expanding level, 2 at Transitioning levels, 3 at Emerging levels, and 2 are at the Entering level. There is no direct correlation between years of ELL service and NYSESLAT performance levels. ELLs who do not have IEPs and have received 4 to 6 years of ELL services scored at Expanding levels. However, ELLs who do have IEPs and have received ELL services for 4 to 6 years scored at Entering or Emerging levels. All ELLs who scored at Emerging levels and Entering levels have IEPs. Description of NYSITELL data is not available because our ELLs took the LAB-R before coming to our school.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The ENL teacher is currently working with a team of teachers to develop the AMAO tool. This data will help the ENL turnkey AMAO findings that can drive instruction and help implement ELL interventions.
- 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.

c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Although there is a visible pattern across grade levels for NYSESLAT scores, there is not a visible pattern for STAR reading performance levels. ELLs with IEPs have some of the lowest performance levels on the NYSESLAT and also have STAR reading levels that fall at least two grade levels behind their General Education counterparts. 90% of our ELLs have Spanish as their home language. ELLs are fairing well in their ELA classes, but there are no home language tests to compare them to.

b. We are using ELL performance in class to adjust instruction (in content department and grade-level teams). Our ENL programming is based on individual students' needs. Diagnostics and periodic assessments help us understand what skill deficits our students need to improve language acquisition and content understanding. Our full immersion into English literature with additional supports in language acquisition help our students experience success in the NYSESLAT as well as eventual success on the US History and the English Regents examination. Home language is used for purposeful groupings of students in classrooms in order support English language development.

c. According to these periodic assesments, the school is learning that all ELLs can engage in an English general education curriculum. Most ELLs benefit greatly from scaffolded materials from the ENL teacher. Home language is used informally to make connections to English vocabulary or to assist with reading comprehension. Literacy tools, such as bilingual dictionaries and translation apps, are used to assist English acquisition.

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](#).]

N/A High School

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

We plan our lessons with differentiation and student educational history in mind. Content and Special education teachers work together to co-develop tiered instruction, considering STAR reading levels, NYSESLAT performance levels, and student cultural backgrounds. The ENL teacher co-teaches, pushes in or pulls students out in order to scaffold lessons provided from the content teachers as needed. The ENL teacher considers student strengths in home language, non-verbal skills, cultural preferences, personal interests, and examples of student work to make instructional decisions. Furthermore, all teachers have adopted the Hochman Writing program designed to improve ALL student's English language skills, not just in writing, but also in oral communication. The Hochman Writing program has been succesful in improving student organization of ideas, writing with details and evidence, and refining sentence structure and syntax.

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?

N/A no dual language program

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

We will be using the data from the 2015 NYSESLAT to evaluate our program, as well as the credit accumulation and grades of our ELL students. We will also use their results on the US History Regents and any other Regents we administer this year. Further success will be predicated on students showing growth in their language acquisition and skills in reading, writing, listening and oral complehension in English as demonstrated on passing the English Regents in their 11th grade year. All students needing additional instruction in ESL or English are given small group instruction as well as after school support to help pass the English Regents.

Part IV: ELL Identification Process

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

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.

The ELL identification process is completed within 10 days. All students are given the Home Language Identification Survey on the first day of school to take home. Students from out-of-state/country are interviewed by the principal and ENL teacher to assess spoken English proficiency. Our informal oral interview with the student consists of oral skills determination as well as reading level determinations. The HLIS is administered by Luiggi Ramos (Special Education and ENL Teacher) as needed. All new ELLs are administered the NYSITELL and/or the Spanish Lab on an as needed basis by Luiggi Ramos (we currently do not have any new ELLs). Results are reported and their individual program designed. If the student is identified as needing ENL and related services, it is programmed into their schedule. Parents and students who need home language support have in informal meeting with Luiggi Ramos about ELL services and translation and interpretation services. Luiggi Ramos speaks and writes Spanish fluently. The RLAT report in ATS is reviewed during the first semester to assist with program and schedule designation.

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).
The ENL uses the SIFE Oral Interview Questionnaire within 30 days of new ELL enrollment. The questionnaire asks students about their country of birth, family life, educational history, and language practices. Furthermore, The ENL teacher checks on ATS to see how long students have been receiving ELL services and when students entered NYC public schools. Using this data, the ENL teacher considers potential SIFE identification.
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).
The Special Education Department uses SESIS to identify newly enrolled students with IEPs. Student Caseloads are delegated to our Special Education Teachers who monitor the progress of their students throughout the school year. ENL teachers frequently coordinate with Special Education Teachers on how to help ELLs who also have IEPs. The LPT members are Paul Kelly (Director of Special Education), Larry Gabbard (School Principal), Migdalia Padilla (Parent), and Luiggi Ramos (ENL teacher and interpreter). Our timeline for accepting or rejecting LPT recommendations is 20 days. ELL service placement is within 7 days of LPT recommendation. We use the Appendix of the ELL Policy and Reference Guide for SIFE identification as needed.
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 a student is either accepted or rejected for ELL services, the ENL teacher sends entitlement or non-entitlement letters to parents in their preferred language within 5 school days.
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).
Parents are sent home a Right to Appeal letter in their preferred language that expresses their right to appeal ELL status within 45 days of enrollment. Entitlement forms, right to appeal letters, parent survey and program selection forms are filed in the main office after completion and review by the ENL teacher (Luiggi Ramos) and Principal. The ENL teacher and business manager also follow-up with calls, and if necessary, new letters are mailed, until the form is returned. They are secured and stored in a locked file cabinet in the principal's office. One copy of the Right to Appeal letter is in the main office file and one is kept in the ENL teacher's file.
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 ENL teacher (Luiggi Ramos) reaches out to the parents and guardians of new ELLs in their preferred language within the first 10 days of school to explain the ELL services available to their students. The ENL Teacher will reach out to parents of students who have previously chosen TBE/DL programs with a parent survey in their preferred language. Although a bilingual program is the default for a survey that is not returned, the ENL teacher will reach out to the parent in their preferred language within 5 days to find a proper setting and adequate services for the student. Luiggi Ramos is certified as a Special Education teacher and was a NYC Teaching Fellow for Bilingual Special Education.
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.
The ENL teacher (Luiggi Ramos) sends out Parent Surveys and Selection forms in the parent's preferred language within the first 10 days of school as needed. Surveys and Forms are returned to the ENL teacher and are securely stored in the main office. The ENL teacher monitors parent program choice and develops next steps for ELL enrollment. New letters are mailed to ELL parents when a TBE/DL program becomes available in their preferred language.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The business manager (Chad Hudson) and advisors keep a running list of forms that have not been returned. Advisors are expected to continue reaching out parents and guardians until all forms are returned. The ENL teacher is on hand to coordinate translation and interpretation services in the parent's preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are generated by the ENL teacher (Luiggi Ramos). These letters are mailed out within 5 days of placement and are in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Entitlement and non-entitlement letters, and other original ELL documentation are secured and kept by the business manager (Chad Hudson) in the main office of the school. The Principal, Business Manager, APs, and ENL teacher have access to these documents.

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.
The ENL teacher (Luiggi Ramos) runs an RLAT to determine who needs to take the NYSESLAT. ATS reports such as the RLAT help ensure ELLs that the NYSESLAT annually. NYSESLAT materials are order by the principal. The ENL teacher coordinates the storage of NYSESLAT test materials and schedules test dates. The ENL recruits teachers for help with scoring and administration of test. Speaking sessions are administered first followed by the Listening, Reading, and Writing sessions. The ENL teacher then returns NYSESLAT materials to the appropriate locations.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Entitlement and transitional support parent notification letters are distributed by the ENL teacher in the parent's preferred language on an as needed basis. Continued entitlement and transitional support parent notification letters are mailed out within 5 days of when services become available.
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 Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing Parent Surveys and Program Selections, most parents prefer freestanding ENL. Very few parents ask for dual language programs. The ENL Teacher and Principal have considered getting current teachers certified in ENL instruction to better serve our ELL population.

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.
Our Integrated ENL model uses co-teaching to improve Literacy skills in ELLs. All ELLs are programmed in Math, Science, History, and ELA with a content teacher and an ENL co-teacher. The focus is on reinforcing expository writing and language acquisition skills. Students are then heterogenously mixed in small groups of four with general education students that have higher reading levels of no more than 2 reading levels. These classes travel together as a group for the whole day.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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 classes are taught in English; ELA, Math, Science and History are 45 minutes per period five times a week. A content teacher and ENL teacher co-teach 2 blocks of ELL students daily. All of our ELLs receive over 360 minutes (2 units) of Integrated ENL instruction. Expanding level students are given small groups with higher reading levels than their Emerging or Entering counterparts.
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.
All content area is delivered in English with native language support. We used a sheltered English approach because the vast majority of our ELLs are at Expanding performance levels. The content teacher and ENL teacher collaborate in creating learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that offer ELLs grade-level CCLS instruction that is adapted to suit their English proficiency level. Regents examinations will be also administered in their choice of language, though we anticipate most if not all will take the exam in English but have the native language copy as a resource as needed. Instructional supports are focused on English reinforcement and enrichment. Content

specific skills and understandings are given in English with instructions and additional support given in their native language if needed.

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

ELLs are not presently evaluated in their native languages.

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

We use the Common Core Standards and align these standards with a multitude of assessments including oral presentations, writing assignments and tasks that utilize the Hochman writing strategy, listening through read alouds and note-taking tasks, and reading tasks associated with every content area. Students are assessed at least four times on the same standards per unit. Student progress and language skills are based on a combination of assessments that include:

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

6. How do you differentiate instruction for 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

a. After an ELL is identified as being a SIFE, the ENL teacher will work with grade wide content teachers to provide differentiated instruction. SIFE students will receive scaffolded instructional materials in their preferred language. SIFE students will be assessed through multiple modalities, which include project-based assessments and kinesthetic learning activities. Speech technology will be used to communicate with the SIFE as needed. The ENL teacher will also stay with a SIFE student afterschool at least once a week to work on literacy and math skills as needed.

b. Instruction is differentiated for Newcomers by providing structured inquiry projects that guide their learning and development of literacy skills. Assessments are scaffolded with sentence starters, graphic organizers, and exemplar models of finished work products. Most learning activities are differentiated with visuals, non-verbal prompts, repeated directions, maps, photos, and other manipulatives. Bilingual dictionaries and translation technology are provided as needed.

c. Lessons are differentiated for Developing ELLs by maintaining structured inquiry projects, but increasing the percentage of higher order thinking questions. Developing ELLs are encouraged to present information through illustrations and other visual mediums in addition to written reflections on their work products.

d. Long Term ELLs participate in differentiated instruction by participating in more open ended inquiry. Learning activities are usually collaborative and take place in a variety of groupings so students can interact with Spanish speaking and English speaking peers. Anticipation and Reaction guides are used to encourage dialogue before and after a learning activity. Hochman writing strategies support Long Term ELLs with creating well-structured and detailed sentences and paragraphs.

e. Former ELLs will remain in the same blocks with current ELLs for up to two years after exiting ELL status. They will receive differentiated instruction identical to the Long Term ELLs. Former ELLs will be encouraged to take leadership and tutoring roles when working collaboratively with current ELLs.

Testing accommodations, such as extended time, braille, large print texts, will be provided to ELLs as needed or as mandated by their IEPs.

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.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice from either a parent, teacher, or the student if he/she is older than 18 years old. The ENL teacher will use student grades on Jumprope (the school's online grading system) and academic transcripts to ensure the student's academic progress has not been adversely affected by the re-identification. The ENL teacher will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. Based on the recommendation of qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian (and the student if he/she is 18 years of age or older) If the ELLs status is to be changed, relevant documents are sent to the Superintendent for a final decision. If approved, the student's program must be modified accordingly and all relevant document will be secured in the student's cumulative file.

Chart 1. How do instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All teachers are on a grade-level team and share the resources available to ALL students. All rooms are wireless with internet capabilities, all ELLs students have access to audio versions of literature and whole class novels to support them in English. Voice recognition software is used to help ELLs with oral comprehension. All books have native language translations as needed. Textbooks and original teacher-created materials are used in classes where ENL support is needed. ENL support from the ENL teacher is used when translating notes and lectures during small group instruction. Dictionaries are available upon request. The STAR Reading program is meant to encourage reading development and reading comprehension.

Google Translate is a great piece of technology that is meant to develop reading skills in ELLs. There is a camera feature that immediately translates whatever text the camera is looking at into the student's preferred language. This feature works best for Long Term ELLs who are more independent learners. Google Read and Write is another tech tool that ENL teachers use to accelerate English language development. This tool is connected to a browser and students can highlight, annotate, and interact with several components of a web page. For example, 9th grade Newcomer ELLs can benefit from the pictorial tool that takes a highlighted word and shows a pop up of the matching image. Google Read and Write also helps Developing ELLs by reading highlighted text out loud, making it easier for ELLs to summarize the key points of a web article. Google Read and Write has helped ELLs with disabilities that make it difficult to communicate, such as Speech and Language Impairment.

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?

All ELL-SWD students are in an ICT-setting to reach their instructional goals. ELLs and Students with IEPs still engage in the General Education curriculum, advisory, clubs, core content classes, and academic trips along with general education peers.

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 (Chart 1.000)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or 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.

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 DUALY 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.

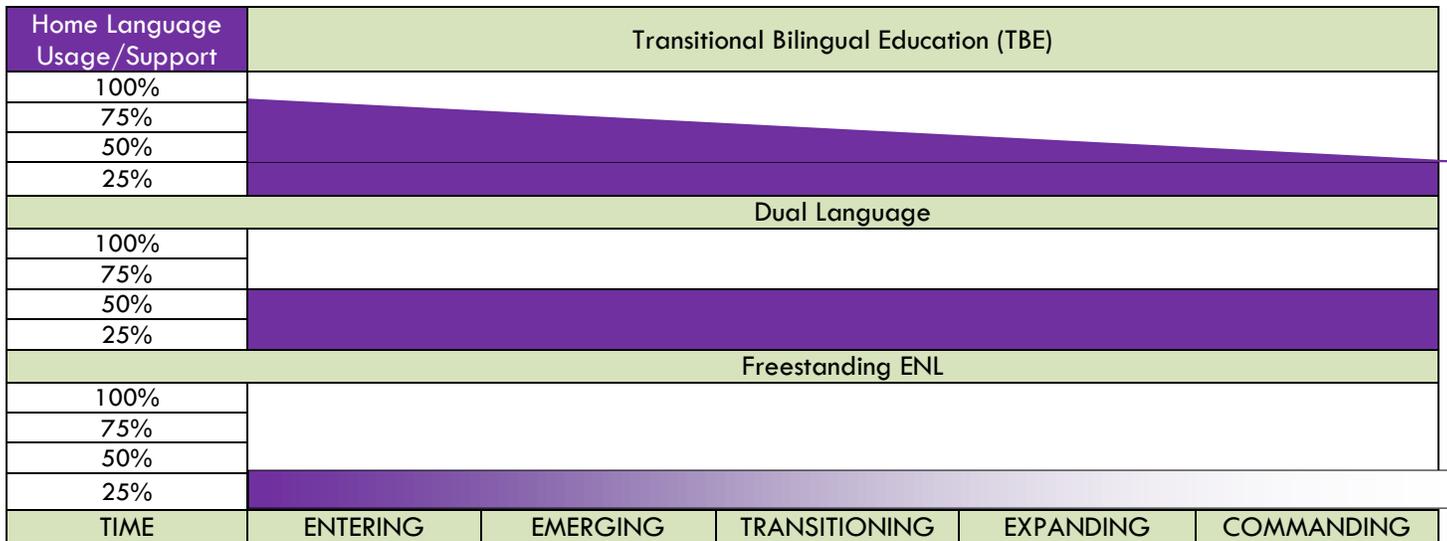


*Note: “other approved services” does not apply to New York City at this time.

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. Academic intervention services for identified ELLs include: Action Oriented Time where they can get additional support in all content areas after school or on weekends, tutorials after school with ENL and content teachers and student tutors to help with homework completion, Regents prep classes after school and Saturdays to help prepare for all core content examinations, English and native language practice, NYSESLAT prep with ENL teacher after schools. Intervention programs are mostly provided in English, but can be provided in Spanish as needed.
- ELA: Intervention programs include the STAR accelerated reading program (all ELL subgroups) and student to student tutoring (Newcomer ELLs and Developing ELLs)
- Math: Intervention programs for Developing ELLs include afterschool tutoring (all ELLs) and hands on assessments and learning activities (Developing ELLs and Long Term ELLs).
- Social Studies: In order to assess ELLs and SWDs through visual and kinesthetic modalities, maps, photos, and Google Goggles are used to check for content knowledge understanding (all ELL subgroups).
- Science: Newcomer ELLs and SIFE ELLs are asked to stay afterschool to do anticipation guides and KWL charts that help prepare them for the next day's lesson.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All teachers are aware of who the ELL students are and we meet about them weekly during grade team meetings. The Hochman Writing program has been very successful in improving student writing skills in ELA and Social Studies. Geometry assessment scores have increased greatly since the implementation of more hands on projects for ELLs. Science ELLs are coming afterschool or staying during lunch and are pretaught how to read certain charts and diagrams. ELLs are more engaged in Science now, participating as often as their general education peers. The ENL teacher was able to schedule and systemize the NYSESLAT administration process. Overall, the effectiveness of the ELL program is emerging.
12. What new programs or improvements will be considered for the upcoming school year?
- Some improvements include: systemizing outreach to parents about ELL services and scheduling time to small-group ENL instruction before or afterschool to meet the needs of our Entering level ELLs. The school has used data from NYSESLAT test scores and STAR Reading assessments to provide additional instruction in English. The school has implemented the STAR reading program, which engages student access to English fiction and then tests their reading comprehension through formal assessments. Most identified patterns in skills deficits usually result in additional enrichment programs for individual students, online resources or supplemental classes that support English acquisition. Additional after school programs with our ENL teacher are also scheduled as needed.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to ALL of our school-wide programs. We also offer translation services for students and for parents. Supplemental services include NYSESLAT prep, Regents prep, and Tutorials in all subjects. Our school offers Career and Technical Education pathways in the specialized building arts of carpentry, masonry, decorative finishes, as well as landscape management through the lens of historic preservation. ELLs will build a strong academic foundation and learn solid trade skills, opening doors to a secure and successful future. They will graduate with a CTE industry approved certification and/or college-approved credentials; learn skills in Carpentry (woodworking), Masonry (stone/brick/plastering); Decorative Finishes (art/painting/ornamental work); Landscape Management; Internships and Job Shadowing with our partner The National Park Service (NPS) and other industry partners; our mathematics, sciences, technology and humanities courses have real-world applications; fieldtrips, especially to partner sites such as Ellis Island and the Statue of Liberty;
- Advanced Placement Classes: As we expand, we plan to offer Art History, Environmental Science, European History, Studio Art; 2-D Design, and Studio Art: 3-D Design.
- Online Advanced Placement Classes: As we expand, we plan to offer Art History, Chemistry, European History, Studio Art: 2-D Design, Studio Art: 3-D Design.
- Current afterschool programs include: Art Club, Student Government, Yearbook Club, Anime Club, Peer Mediators, JV Basketball, Baseball, Softball
- ELLs receive information regarding all school programs through advisory, just like their General Education peers. There are ELLs currently on the soccer team, visual arts club, and student government organization.
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.
- All rooms are wireless with internet capabilities. Ipad minis are used as digital white boards. Dry erase boards and dry erase markers are provided for class discussion. Algebra Tiles for manipulatives. Voice recognition software is used to help ELLs with oral comprehension. All books have native language translations as needed. ENL support from the ENL teacher is used when translating notes and lectures during ER periods (small group instruction). Google Read and Write, Translator, Brain Pop, and Rosettana Stone

are applications that help Newcomer and Developing ELLs in all core subjects, especially ELA and Social Studies.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ENL teacher speaks two languages (English and Spanish), which allows for informal use of Spanish during ENL class. Interest surveys, home language questionnaires, and cultural activities are used to support home language knowledge.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Teachers, staff, and administration meet during grade team meetings to ensure that ELLs receive services and materials at a high school level. ELLs are then supported by our scaffolded resources as needed. The ENL teacher meets with two Special Education Teachers biweekly to brainstorm differentiation strategies. The ENL teacher also gains feedback from administrators and grade team pedagogues on how to continue supporting ELLs in the 9th, 10th, and 11th grade.

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).

Parent and student meetings with Principal, AP, ENL teacher and grade level team are planned for the first month of school. Individual student programs are made based on the parent's survey, teacher observation and results of the previous year's NYSESLAT. Most students entered Mather High School with Advanced level ESL designation on the NYSESLAT. All incoming Freshmen go to an overnight Freshman Kickoff to help reinforcesocial skills.

19. What language electives are offered to ELLs?

As a second year school, we are still deciding on language electives to offer.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

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.)
The ENL teacher and content teachers who instruct ELLs attend weekly team meetings and department meetings to help increase skills and knowledge based in ENL instruction. Our Instructional Coach and ENL teacher are planning an Instructing and Supporting ELLs workshop for all staff members, including all content teachers, guidance counselors, secretaries, special education teachers, speech therapists, and parent coordinators. The workshop will take place in November 2015. The ENL teacher will attend a NYSESLAT training in the Spring of 2016 and turnkey testing procedures to the staff in April of 2016.
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?
Working with our network, our teachers are working on specific reading and writing skills that further open access (to the learning) to all our students, plus we are implementing the Hochman writing strategy for all students. Our entire curriculum is built on Common Core and we use mastery-based grading.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
9th grade students who are identified as ELL are given mentors (ENL or otherwise) to help transition them into high school. All students are also assigned an adult advisor to help with academic advisement for the year. Guidance Counselors are encouraged to attend professional development courses through our network.
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.
ENL teachers are allowed to take their additional professional development courses through UFT or in partnership with our network. Classes in curriculum development, ENL instruction as well as Special Education theory are taken by our ENL and other teachers as part of our professional development strand. The ENL teacher has attended intervisitation development through the network and an online Translation Services workshop. Agendas of professional development are maintained by the main office and the ENL teacher.

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?
We have a new Parents Association with presently no ENL parents participating. However, both PA presidents speak Spanish, and all events and meetings have Spanish translators present. The ENL teacher contacts the parents of ELLs in their preferred language at the beginning of the year to discuss language development progress and any assessment results of individual students.
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.
2. Annual individual meetings with ELL parents are recorded on a phone call log that is maintained by the ENL teacher. The ENL teacher documents any parent needs on the phone call log.
3. All ELL parents are invited to come to Parent Night on 10/1/15. They are also encouraged to take part in the Parent Association and the School Leadership Team.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The Principal, ENL teacher, and guidance counselors are considering developing workshops for ELL parents in the Spring of 2016.
5. How do you evaluate the needs of the parents?
We take information from informal meetings and parent surveys to let us know the needs of the parents. Home Language Surveys and SIFE questionnaires are the primary sources we use to evaluate the needs of parents. The ENL teacher coordinates with the Community Associate to provide and/or schedule translation services as needed.
6. How do your parental involvement activities address the needs of the parents?
Most parents involvement activities, such as Parent Night, allow for ELL parents to learn about the school programs that are available for their students. All parents have voiced their want for more performances and presentations by their students after school. Translation services are provided as needed.

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.

N/A

Part VI: LAP Assurances

School Name: Mather Bldng Arts & Crftsmnshp

School DBN: 02M139

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Larry D. Gabbard	Principal		10/17/15
Christopher Mayer	Assistant Principal		10/17/15
	Parent Coordinator		
Luiggi Ramos	ENL/Bilingual Teacher		10/17/15
Migdlaiia Padilla	Parent		10/17/15
Emily Williams	Teacher/Subject Area		10/17/15
	Teacher/Subject Area		
	Coach		
	Coach		
Christina Martini	School Counselor		10/17/15
Fred Walsh	Superintendent		10/17/15
	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: **02M139**

School Name: **ST Mather Bldng Arts & Crftmshp HS**
Superintendent: **Fred Walsh**

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.

Language-related information is obtained from our Home Language Survey, blue emergency cards, relevant ATS reports and from meeting with our parents during our Freshman Orientation, Open School Night and Parent-Teacher Conferences. The Principal, AP and/or grade-level team leader also meets with every new incoming student and their parents who are identified as needing ELL support. The entrance interview allows us to identify additional supports such as translation services as well as additional programs for students who need more support in language acquisition. Furthermore, running an RHLA report on ATS allows us to regularly check the languages that parents speak, by class and by grade. School personnel are able to translate Spanish, our predominate other than English language.

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.

The majority of our parents who need/require communication in a language other than English ask for Spanish, though we have four who could use Chinese (though someone in these households speaks English.) No other languages are primarily used for communication. We sometimes need oral translation services for Chinese. When we do, we contract translation services. Other languages which are represented in our home language reports have one parent in the home able to speak and read in English. A summary of our translation and oral interpretation needs are conveyed to the school community via grade-level meetings, Parent Association and SLT in the October meetings.

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.)

All Spanish translation needs are done through our Parent Association, our Community Associate, our Business Manager, or our Special Ed/ENL Teacher Mr. Ramos. We have two teachers currently being certified. Our PA co-presidents are fluent in Spanish both written and oral, and any correspondence is edited and translated through the PA. All automated calls are in English and Spanish as determined by the ATS code for preferred method of communication. Newsletter, NYS testing dates (1/26 January Regents, 6/1 June Regents, and 5/2 NYSESLAT), and other letters from school leadership are translated into Spanish by Mr. Ramos as needed.

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.

We have several Spanish-speaking school staff on hand at all times to handle all translation needs, and one teacher who speaks four languages. Face-to-face meetings that our school will need translation services for are Student-led Conferences (11/19 and 4/14), IEP meetings, disciplinary meetings, or other in-school meetings, we also utilize DOE translation services (in person or by phone).

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.

Our school meets translation needs by having the Community Associate funnel all parent inquiries for translation. She then reaches out to Mr. Ramos and Business Manager to provide translation services on a as needed basis. The Business manager often reaches out to the Translation & Interpretation unit for over the phone assistance or hires a translator to come to school events. Mr. Ramos is often in charge of written translation services as needed.

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 services will be provided by over-the-phone interpreters via the translation and Interpretation Unit. On-site interpreters are provided by inhouse school staff for written translations and oral translations. Resources and templates from the Translation and Interpration Unit's intranet site will be used to meet interpretation needs.

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.)

Mr. Ramos, who is also the LAC, will attend yearly webinars for interpretation services. At the beginning of the school year, the LAC will turnkey the procedures for interpretation services to the Community Associate and Business Manager. The LAC will also turnkey guides and Palm Cards to grade team leaders so that the entire staff will be aware of translation services.

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

Posters are posted in front of the school as well as in our hallways and a sign indicated translation services are available and posted in the main office. Bill of Rights and Parent's Guide to Lanague Access Written are sent home in our first day packet. Along with the home language survey, a PA survey is included for parents to complete about their language translation needs.

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)

Our school will gather feedback from parents through parent surveys at the beginning of the school year, outreach to parents through our advisors, and informal meetings with parents during events such as Parent Night. Most parents who require translation services have a good rapport with the Community Associate and reach out to her with needs, concerns, and questions. The Parent Association will schedule a focus group of parents to gather feedback and best practices on interpretation services.