

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q492

School Name:

**MATHEMATICS, SCIENCE RESEARCH AND TECHNOLOGY MAGNET HIGH
SCHOOL**

Principal:

JOSE CRUZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Mathematics, Science Research and Technology High School School Number (DBN): 29Q492

Grades Served: 9-12

School Address: 207-01 116th Avenue Queens, NY 11411

Phone Number: 718-978-1837 Fax: 718-978-2063

School Contact Person: Johnny Recio Email Address: Jrecio@schools.nyc.gov

Principal: Jose Cruz

UFT Chapter Leader: Sharon Kletzkin

Parents' Association President: Laureen Rankin

SLT Chairperson: Ines Tavarez

Title I Parent Representative (or Parent Advisory Council Chairperson): Laureen Rankin

Student Representative(s): Sobash Amrit, Christelle Bastien, Sundiata Solomon, Israel Oyedapo, Daniel Convensky, Thomas Wylie

District Information

District: 29Q492 Superintendent: Donald Conyers

Superintendent's Office Address: 6565 Flatland Avenue Brooklyn, NY 11236

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

Phone Number: 718-968-4100 ext. 1044 Fax: 718-968-4296

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)
Jose Cruz	*Principal or Designee	
Sharon Kletzkin	*UFT Chapter Leader or Designee	
Laureen Rankin	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Laureen Rankin	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Sobash Amrit, Christelle Bastien, Sundiata Solomon, Israel Oyedapo, Daniel Convensky, Thomas Wylie	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ines Tavarez	SLT Chairman	
Johnny Recio	Assistant Principal	
Janet Brattam	Parent	
Theresa Bernard	Parent	
Thomas Wylie Sr	Parent	
Daniel Convensky Sr.	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sobash Amrit	Student	
Christele Bastien	Student	
Daniel Convensky	Student	
Israel Oyedapo	Student	
Thomas Wylie	Student	
Daniel Convensky	Student	

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.

Mathematics, Science Research and Technology High School prepares students for college and careers focusing on math, science and technology with help from families and community partners. The school's instructional focus is writing across the content area. This means that students will write and present argument using claim, counterclaim and supporting evidence. Classrooms are laboratories for teaching and learning. Teachers, individually or collaboratively are engaged in research about teaching and learning. Academic equity is addressed with differentiated strategies which takes into account the learning needs of every student. The school strives to assure that all students successfully achieve college and college readiness. The school is committed to preparing students for the challenges of the 21st century, to think creatively and critically, and to be productive, innovative and successful adults.

This coming year, the school will work on improving graduation. The school will be adding a pupil accounting secretary to work with attendance and student progress. The school will continue to work collaboratively with all staff members. The school will be focusing on implementing literacy across all content.

29Q492 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	444	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.5%	% Attendance Rate			82.9%
% Free Lunch	69.2%	% Reduced Lunch			12.7%
% Limited English Proficient	6.3%	% Students with Disabilities			10.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American			77.4%
% Hispanic or Latino	10.6%	% Asian or Native Hawaiian/Pacific Islander			7.5%
% White	1.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.16	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			5.83
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	67.9%	Mathematics Performance at levels 3 & 4			60.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	80.2%	% of 2nd year students who earned 10+ credits			79.2%
% of 3rd year students who earned 10+ credits	65.3%	4 Year Graduation Rate			65.6%
6 Year Graduation Rate	82.2%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	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			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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.

Mathematics, Science Research and Technology High School continuous to work on providing students with the skills needed to be successful later on in college and the work place. Teachers and administration work collaboratively to provide rigorous instructions to students. Teachers work in customizing their instruction to the needs of their students. Teachers with the support of the district content team and school’s supervisor will receive the skills to modify their lesson plans through the use of collected data gathered from informal and formal assessments. All subject teachers will give departmental exams. Results of these exams will be discussed within content teams, inquiry team and MOSL committee. Each teacher will have goals to meet that will align to the overall goal of the school. To be effective all content team members will match their goals and content of the particular course they are teaching. Each teacher within the content team will share their teaching strategies, activities, procedures and resources use in the course. Teachers will share their practices, discuss problems encountered and come up with solutions to better the art of teaching. Content teams will meet periodically during common planning to review and compare lesson plans with those of other teachers teaching the same course. As teachers continue to meet, they will discuss differences that are emerging in the way they are teaching their class and the reasons for these differences. If necessary, teachers will rethink and modify their teaching strategies and materials they are using.

The school’s learning community will work to build trust among each other in order to share their teaching practices, creativities, action plans and behavior teachers may carryout in their classrooms and the effects of their behavior on the learners. Teachers will carry out the following tasks:

- Selecting learning activities that are aligned with common core and overall school’s goal.
- Prepare students for new learning.
- Presenting innovative learning activities that challenge and awakened students curiosity.
- Asking questions that apply the Depth of Knowledge.
- Conducting drills
- Checking students understanding
- Providing opportunities for practice of new items
- Monitoring students’ learning
- Giving feedback on student learning
- Reviewing and re-teaching when necessary

In return, students will learn from their teachers and peers. They will develop patterns that help them grow intellectually. Teachers will give students a voice to express their thoughts and allow them to share with peers as they continue to connect what they will learn in the classroom and apply it to the real world. The art of reflecting what's will be learned in class and be able to put those thoughts in writing will help the school approach students' progress, student achievement and meet college and career readiness. School leaders and teachers will continue to align curricula to key standards and offer a range of learning experiences that will engage students and support their learning. All classroom subject teachers will be engaging students by providing coherent and congruent instruction. All teachers will carry out the same daily rituals such as an Aim, Do Now, Motivation, Classroom activities, summary and homework that continues the learning at home. Students will be able to reflect on what will be taught that day and be able to discuss them. Teachers will be using Dr. Norman Webb's Depth of Knowledge chart to provide different level of questions that challenge students and provoke students to think intellectually, critically and help teachers challenge their students to meet high expectations. Rigorous instruction immerse students in scaffolding approaches, so that steps in learning inculcate layers of complexity and multiple entry points that effectively will address the needs of all students, with special attention to English Language learners and students with disabilities. As mentioned, all classrooms teachers practices will emphasize rigor that comes to surface in the form of performance tasks or variations of the following activities:

- An Aim in the form of a higher order thinking question which requires students to think critically.
- A Do Now assignment that establishes a continuity to a classroom lesson and builds upon student's prior knowledge. Quizzes that contain approximately five multiple choice Regents based questions that are used as a springboard in classes that culminate with Regents exams.
- Formative assessments that delineate specific, measurable learning objectives that reveal what the learner will know and be able to do at the end of the lesson.
- Teachers task involve learning activities at varying learning level.
- Student learning goals tracked accordingly and aligned to key common core standards.
- Essential questions and resources and tasks drawn from instructional units.
- Interactive word walls, graphic organizers, learning style charts, and an array of creative student work products.
- Teachers demonstrating the skill of differentiation in the process, content and final product.
- Workshop Model (Do Now, Mini-lesson, work period or activity, wrap up- summary or exit slip)
- Instructional strategies in the form of teachers' conferencing with students to provide feedback or using data binders to differentiate instruction and to help students establish next steps.

At Mathematics, Science Research and Technology High School teachers continues to strengthen their understanding of teacher effectiveness through workshops provided by colleagues, content team and school leaders that hone questioning skills and the ability to check for understanding. All teachers believe that students learn best through the use of rigorous questioning techniques, classes reveal students who demonstrate sophisticated levels of understanding by responding to higher order thinking questions aligned to Webb's Depth of Knowledge (DOK) and Bloom's taxonomy. Interdependence is seen in differentiated grouping activities that allow students to deepen their knowledge by crafting responses to challenging scenarios posed by subject teachers. All lessons provided to students by teachers will challenge them in their learning and result in higher level work products that will be posted on bulletin boards periodically. All work products will be displayed and shared with the rest of the learning community. The school will continue to establish a culture for learning that communicates high expectations to staff, students'

families and together all stakeholders provide supports to each other to achieve those expectations. Teachers will share their students' work with colleagues, discuss their teaching practices in their professional learning committee and analyze student performance data and examine student work products, resulting in improved teacher practice and student achievement.

Mathematics, Science Research and Technology High School area of need has been to increase the level of understanding through the use of literacy across all content areas. By proving more literacy skills, the school learning community feels it will improve students' reading skills and help improve all Regents results. The school continues to struggle on improving students Regents passing percentages in English Language Arts Regents (Emphasizing a passing score of 75 or better), Algebra Regents exam (85 or better), Living Environment, Earth Science, Global History and U.S. History and Government. The school has partnered with outside organizations such as the Historical Society and Shakespearean theater to help the school move forward academically. School has purchased various programs to help improve Regents passing percentage. The school has Castle Learning, Exam Gen, E-World Book and Skedula, which continues to be used to keep parents updated about their children's progress. Guidance counselors will work with teachers to help their students show progress. Guidance counselors will meet periodically with students and help them with support such as peer tutoring. The school will continue with tutoring services weekdays, weekends and PM School. Furthermore, Mathematics Science Research and Technology needs to improve its graduation rate. The school continues to have an online Credit Recovery Program (Plato) to help students earn credits and PM School.

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.

By June 2016, the school will attain a 75 % state graduation rate as evidenced by the school's NYS Accountability and Overview report.

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) <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>Professional development, Common Core Learning Standards will be given on the following topics, CORE Curriculum, Curriculum Mapping, and Pacing Calendars</p>	<p>All teachers will work together within their content team</p>	<p>September 2015 until June 2016</p>	<p>Professional Development Team, Principal and supervisors</p>

Use of rubrics with the language standards to provide specific feedback to students regarding their work products and Regents exams	Students	September 2015 until June 2016	All teachers will work collaboratively to implement this strategy
Use of Regents data to plan and set goals for instruction and activities. Use Regents exams to incorporate differentiated lesson planning	All Content Area teachers	September 2015 until June 2016	All Regents subject teachers
Continue to develop teacher teams with test taking skills and study skills to empower students with the ability to improve assessment outcomes	All content teams	September 2015 until June 2016	Assistant Principal of instruction and Professional Development committee

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.											
Teachers will be provided with outside professional development and school’s Professional Development committee will work under the guidance of the Assistant Principal of supervision to provide the support necessary to teachers. Teachers on Mondays will be given the opportunity to receive professional development based on their needs by school’s professional development committee, Principal, assistant Principals and consultants. In addition, Teachers will be able to meet during common planning to plan especially those who are given the opportunity to co-teach ICT.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		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.
Contract for Excellence funds, Campus Magnet, Title I and Fair student funding will be used to fund a tutorial program after school to help students pass their classes and Regents exams. Tutorial program will run three days a week beginning October 2015 and ending June 2016. The school will have a Regents Prep Academy that will provide Tutoring Saturdays from 9am – 12pm. NYSTL software and textbook funds will be used to purchase textbooks and new software aligned to Common Core. Title I STH and Fair Student funding will be used to fund PM School and Saturday Regents Prep academy targeting seniors. PM School and Saturday Regents Prep academy will give all seniors the opportunity to do credit recovery under NYC guidelines. PM School will be expected to run three days a week beginning October 2015 and concluding June 2016. Students will be given the opportunity to use Plato purchased with NYSTL funds. In addition, the school will use the attendance teacher and school’s pupil accountability secretary to focus on attendance outreach and making home visits during school hours and after school when needed. The school uses Fair Student Funding to procure School Messenger to inform parents about their children’s absences and lateness via text, phone and email.
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.

All students that attend Mathematics, Science Research and Technology High School have the opportunity to join several after school clubs, attend tutoring and be part of the Regents Prep Academy. The school has put in place a mentoring program for the past five years to support incoming students and those there. Teachers and administration continues to have one or two students that they are responsible to help with academic scholarship, social behavior and emotional. Students are provided with support and feel supportive and welcome to speak about any issues with mentors. Those students as well others are given the opportunity to attend various college trips, city events such as Luke concerts, and take part of various assemblies such as ACE, student of the month, most improved and perfect attendance assemblies. All students attending the school are given the opportunity to partake leadership role in student government. Students meet with their COSA leader monthly to discuss events they want to have. Through student government, school leadership meetings and parent teacher association, the school has come up with several events that bring community together. The school supports all students and parents. The school has scheduled various activities to help students academically, supported and challenged. These events are:

- Dr. Martin Luther King Jr. tutoring marathon runs Friday, Saturday, Sunday and Monday during Martin Luther King’s birthday. Students with the support of PTA are given tutoring to help them pass final exams and Regents exams. Parents provide breakfast, lunch and raffles to win great prizes. These are incentives for students to continue coming to the tutoring.
- Career Day December 11 – Students will have the opportunity to talk to various professionals regarding their professions, plans and acquire information to help them make decisions about what they want to study.
- College Night- various colleges visit the school and provide information about their school and free tour to their campus.
- Cyber bullying/ Drunk Driving Assemblies
- Health Fair
- Game night (Parents and students gather and socialize with others)
- Social workers and school psychologist available to provide all with support and help.
- Title I workshops for parents
- College and career readiness (Never too early to expose students to college)
- Clubs- Robotics, Art, Newsletter and Research Team

School keeps the door open to all. Students are encouraged to attend school every day and to ask for support from their teachers. All incoming students are given the opportunity to partake in all school activities.

- Students that are suspended or have long term absences are given the support to continue school through the academic and social support of guidance, teachers, parents, peers and administration.
- Students that are under credited and overage are given the opportunity to make up credits through the use of PLATO an online credited program
- PM School
- Students meet with their guidance counselor weekly

[All students work with a teacher who has made a decision to be a mentor.

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.

By June 2016, 80 % of all 9th grade students will earn 10 or more credits as indicated by the progress report.

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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	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?
Professional development, Common Core Learning Standards will be given on the following topics, CORE Curriculum, Curriculum Mapping, and Pacing Calendars	All teachers will work together within their content team	September 2015 until June , 2016	Professional Development Team, Principal and supervisors
Use of rubrics with the language standards to provide specific feedback to students regarding their work products and Regents exams	Teachers and students	September 2015 until June , 2016	All teachers will work collaboratively to implement this strategy

Use of student data to plan and set goals for instruction and activities; teachers meet weekly to do inquiry work to develop study skills to ensure student progress	Students	September 2015 until June , 2016	Content team, Grade team and Inquiry team
Use case studies and data to incorporate differentiated lesson planning	Students	September 2015 until June , 2016	Content team, Professional Development committee, Grade team and Inquiry team

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.											
Teachers will be provided with outside professional development and Professional Development committee will work together to providing the support necessary to teachers. Teachers will be given on Mondays the opportunity to receive professional development based on their needs by school’s professional development committee, Principal, assistant Principals and superintendency. In addition, Teachers will be meeting during common planning to plan especially those who will be given the opportunity to co-teach ICT											
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

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.										
School’s scholarships, Use of MOSL Assessment results, January 2016 Regents results and school accumulative exams will determine school point of progress .										
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.

Teachers, administration and district specialists will work collaboratively to improve instruction not just for the whole school but focusing on achieving success in the classroom with the lowest third. Each teacher during first Professional Development meeting will be received the list of students belonging to the lowest third. All Freshmen will be given the opportunity to work with a group of teachers that work collaboratively, plan interdisciplinary projects and plan accordingly to provide instruction that engage students, build critical thinking skills and build students vocabulary skills. All teachers will be given the opportunity to plan and work collaboratively across content areas. Together the content team will implement school wide literacy initiative beginning with building student reading comprehension through academic and content vocabulary instruction aligned to common core instructional shift. Teachers’ team will hone best practices to further students’ ability to read and understand complex text and write and discuss them with fluency. Working with the lowest third population from freshmen year until they reach senior year students will show progress and cohort will be given continuity congruent and coherent instruction. Data collected within four years will be valid since teachers will be given the opportunity to work with lowest third and show progress. Teachers will have the opportunity to plan together with their teams and outside partnerships. Teachers will have the opportunity to visit each other and work collaboratively. Teachers will be given the opportunity to meet weekly to discuss student progress, reach out to parents and plan collaboratively an action plan to improve students’ academic level looking close at the lowest third work with incoming students and keeping track of them which will improve graduation rate. Through the effort of teachers working collaboratively will be modifying their teaching practices bringing forth engagement, rigor and innovation. Teachers will build connectedness.

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 2016, 70% of the students in the lowest third will earn 10 or more credits in their first year as measured by scholarship reports and the NYC Progress report

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 teacher-parent collaborations to improve student achievement. 	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?
Professional development, Common Core Learning Standards will be given on the following topics, CORE Curriculum, Curriculum Mapping, and Pacing Calendars	All teachers will work together within their content team	September 2015 until June 2016	Professional Development Team, Principal and supervisors
Use of rubrics with the language standards to provide specific feedback to students regarding their work products and Regents exams	Teachers and students	September 2015 until June 2016	All teachers will work collaboratively to implement this strategy
Use of student data to plan and set goals	Teachers	September 2015 until June 2016	Content team, Grade team and Inquiry team
Continue to develop inquiry process with teams of teachers to develop skills to ensure student progress	All teachers and administration	September 2015 until June 2016	Content team, Grade team , Professional Development committee and Inquiry team

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.
<p>Contract for Excellence funds, Title I, Campus Magnet and Fair student funding are used to fund a tutorial program after school to help students pass their classes and Regents exams. Tutorial program run three days a week beginning October 2015 and ending June 2016. The school has a Regents Prep Academy that provides Tutoring Saturdays from 9am – 12pm.</p> <p>Software and textbook funds are used to purchase textbooks and new software aligned to Common Core. Title I STH NYSTL and Fair Student funding is used to fund PM School and Saturday Regents Prep academy targeting seniors. PM School and Saturday Regents Prep academy give all seniors the opportunity to do credit recovery under NYC guidelines. PM School is expected to run three days a week beginning October 2015 and concluding June 2016. Students will be given the opportunity to use Plato purchased with NYSTL funds. In addition, the school uses the attendance teacher and school aides to focus on attendance outreach and making home visits during school hours and after school when needed. The school will use Fair Student Funding to procure School Messenger to inform parents about their children’s absences and lateness via text, phone and email.</p>
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		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

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.

School’s scholarship reports, Use of MOSL Assessment results, January 2016 Regents results and school accumulative exams will determine school point of progress

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.

School administrative team will work collaboratively to support teachers with developing and delivering effective instruction. Administration provides social emotional support that drives students’ achievement. School will conduct monthly assemblies that increase student achievement by providing incentives and recognizing students who are successful by the school’s learning community. Students are chosen on a monthly basis for showing progress, most improved and perfect attendance by subject teachers. This ceremony will partake during school wide assemblies. All stakeholders are invited to attend. Administration team under the guidelines the principal communicates high expectations to staff, provide staff inclusive of training and a system of accountability. In return, staff communicates and supports high expectation to students. All teachers that work at Mathematics, Science Research and Technology High School are given the opportunity to plan collaboratively and be supported. Teachers take lead roles such as planning professional development. Principal continues to embed distributive leadership structures that influence key decisions. All decisions are made collaboratively by inquiry team, content team, professional development team, PTA and SLT.

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.

School leader supports the development of teachers using Danielson’s framework for teaching with effective feedback and steps to follow to improve instructional practices that promote professional growth and hold administrators, teacher and students accountable.

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?
Case studies will be utilized weekly to improve instruction by discussing best practices	Teachers	September 2015 until June 2016	Principal, administrative team and Professional Development committee
School leaders and teacher leaders will implement instructional rounds to monitor improvement in implementing common core standards across all content areas	All subject teachers	September 2015 until June 2016	Professional Development committee, Inquiry Team, Content Team and grade level team
Use of student data to plan and set goals	All teachers	September 2015 until June 2016	Content team, Grade team , Professional Development committee and Inquiry team
Continue to develop inquiry process with teams of teachers to develop skills to ensure student progress	Administration and Professional Development committee	September 2015 until June 2016	Content team, Grade team , Professional Development committee and Inquiry team

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.
<p>Contract for excellence funds, Title I, Campus Magnet, and Fair student funding are used to fund a Tutorial Program after school to help students pass their classes and Regents exams. Tutorial program run three days a week beginning October 2015 and ending June 2016. The school has a Saturday Regents Prep Academy Tutoring Program Saturdays from 9am – 12pm.</p> <p>software and textbook funds are used to purchase textbooks and new software aligned to Common Core. Title I STH NYSTL and Fair Student funding is used to fund PM School and Saturday Regents Prep academy targeting seniors. PM School and Saturday Regents Prep academy give all seniors the opportunity to do credit recovery under NYC guidelines. PM School is expected to run three days a week beginning October 2014 and concluding June 2015. Students will be given the opportunity to use Plato purchased with NYSTL funds. In addition, the school uses the attendance teacher and school aides to focus on attendance outreach and making home visits during school hours and after school when needed. The school uses Fair Student Funding to procure School Messenger to inform parents about their children’s absences and lateness via text, phone and email.</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		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>School's leadership team will complete a survey to point out whether the school is meeting its short and long term goals. Survey will be given to all committees including Professional Development committee to determine what should be the next step. School will complete mid-progress review by the end of third marking period February 2016. In addition, teachers' scholarship reports will be shared and discuss during SLT.</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 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.

Mathematics, Science Research and Technology High School creates a welcoming environment for families and take advantage of community resources to enrich the civic life of the school. The school has an open door policy to all parents who feels they should visit the school, teachers, guidance, administration or child. Parents work very closely with the school’s parent coordinator who inform parents of various events, upcoming events, and provide monthly letters of what’s happening monthly at the school. Parent coordinator work with parents to make them feel welcome and informed. Parent coordinator conduct annual surveys with parents and discuss with them on how to improve the school. Parents are informed about all events by school messenger, letters, emails, and website and are invited to attend PTA meetings. School provides parents the opportunity to take leadership positions within PTA and encourage them to visit SLT meetings.

- All students that attend the school are given opportunity to community services in the school or outside facility with approval.
- Students that attend the school have the opportunity to work with student leaders from student government or ARISTA (Honor Society)
- Teachers are encouraged to stand outside their classrooms at the beginning of the bell to encourage students to get to class and begin to work.
- Teachers and administration are visible at all time.
- School uses Skedula to inform parents about their child’s progress, behaviors and attendance.
- School provides a caring community. All that attend the school are treated with respect.
- School provides all that attend with support and set aside time to hold fairs to support community. These events are Health Fair, College Night, Open Houses etc.
- Parents, Teachers and students partake in various professional development offered by PTA, SLT and outside organizations such as legal office, APEX (ALARM) and Chase bank.
- Time is set aside by inquiry team, Professional Development team and content team on Tuesday to meet with parents of those students falling behind due to behavior and academics.
- Teachers and administration contact parents to communicate expectations.
- Attendance team meets with parents to help their children attend the school.
- Parents are in contact with attendance teacher and attendance coordinator daily.

- School works closely with the local police department to secure safety of students.
- School has a social worker team that meet with parents and students after suspension to provide support and support students to catch up. Students meet with social worker to discuss conduct, issues and improve their academic and work as mentors.
- Students and parents are encouraged to attend the school regularly, Saturday Regents Prep Academy to learn from online programs such as Castle-Learning to help students improve academically and review academic subjects.
- Assemblies are held on school’s campus to discuss issues happening in the school and community.
- Parents are provided with training on how to use school’s grading program Skedula, an online grading program that give access to parents the opportunity to communicate with teachers, guidance counselors and administration.
- Working together teachers, students, parents and administration create a collaborative environment where everyone gets support.
- All stakeholders of the school learning community is value. All members in the school community play an equal role in raising the bar and closing the existing gaps in achievement.
- School creates conditions for teachers, parents and students to feel safe and be able to succeed by helping teachers and family find meaning, increase skill development, and personal satisfaction in making contribution to help the learning community.
- School stimulates and foster innovation.

School is built on trust and appreciative inquiry.

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.

By June 2016, parental involvement will increase by 5 percent.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) 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>Parents partake in various workshops provided monthly such as resources available to help their children academically</p>	<p>Parents</p>	<p>September 2015 until June 2016</p>	<p>SLT, PTA and Parent coordinator</p>
<p>All members within the organization have a voice in school policies. Students, Teachers and Parents are given handbooks of expectations</p>	<p>Teachers , Parents and students</p>	<p>September 2015 until June 2016</p>	<p>SLT, Professional Development Committee and administration</p>
<p>Everyone in the school’s learning community provides communication and support to families emotionally or economically. This year the school held a Thanksgiving Dinner and provided gift cards to parents living in shelter through the support of school leadership team and parent teacher association that collected donations from various sources.</p>	<p>Parents and students living in shelters</p>	<p>September 2015 until June 2016</p>	<p>SLT and PTA</p>
<p>ARISTA (Honor Society) raises funds to buy toys for children in local hospital and partnered with penny harvest to collect pennies and donate it to help others.</p>	<p>Children in hospital</p>	<p>September 2015 until June 2016</p>	<p>Arista Coordinator and COSA</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>Parents, Parent Coordinator, teachers and students may raise funds and set time to write letters asking for donations. Contract for excellence funds, Title I and Fare student funding will be used to fund a tutorial program after school to help students pass their classes and Regents exams</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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During the month of February, Assistant Principal of Organization provides a mid-review that discusses whether short and long term goals were met. Assistant principal conducts a qualitative study by interviewing parents and students whether goals were met and what they expect for 2016. February 2016 data is collected and reviewed

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	All students will be chosen based on their academic status, not able to pass the require Regents and Bottom third. However, all students are welcome to attend.	Teachers will use a variety of methods such as Interactive writing, Expository Writing, Argumentative Writing, Repeated Reading, Literature Reviews and Short Story. Students preparing for the English Regents exam are given castle Learning tasks and Regents exams for practice. Students will be taught how to perform a very close reading of a given text in order to respond to multiple choice questions, short answer and critical lens essay prompts. Plato also help students meet credit requirement needed for graduation.	These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per teacher. One to one tutoring/ independent learning in Plato course with teacher support during the day, weekends and afterschool.	During school, PM School, Saturday Regents Prep Academy .
Mathematics	All students will be chosen based on their academic status, not able to pass the require Regents and Bottom third. However, all students are welcome to attend.	Teachers will use a variety of methods such as Problem Solving, Regents Review, and Argumentative Writing. Students are also given Castle Learning tasks	These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per teacher. One to one tutoring/ independent learning in Plato course with teacher support during the	During school, PM School, Saturday Regents Prep Academy.

		that target Regents preparation for the Algebra and Geometry Exams.	day, weekends and afterschool	
Science	All students will be chosen based on their academic status, not able to pass the require Regents and Bottom third. However, all students are welcome to attend.	Teachers use a variety of methods such as Problem Solving, Regents Review, and Argumentative Writing. In addition, for Science, students complete Castle Learning online tasks. They use these tasks to prepare for the Regents Exams in Earth Science, Chemistry and Living Environment. Science teachers also use targeted instruction with review books that allow students to complete more independent practice	These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per teacher. One to one tutoring/ independent learning in Plato course with teacher support during the day, weekends and afterschool	During school, PM School, Saturday Regents Prep Academy
Social Studies	All students will be chosen based on their academic status, not able to pass the require Regents and Bottom third. However, all	Teachers will use a variety of methods such as Essay Writing, Thematic Essay, DBQ Essay, Critical Thinking Skills, Review Content, Regents Review, and Argumentative	These sessions are generally smaller in number than a typical class. AIS afterschool tutoring contains 10 students or less per teacher. One to one tutoring/	During school, PM School, Saturday Regents Prep Academy.

	students are welcome to attend	Writing. In addition, students are given practice Regents Exam questions and content review. Students also keep records of each exam taken where results are itemized. The students are then made aware on an individual basis of their areas of weakness so they may focus on those areas.	independent learning in Plato course with teacher support during the day, weekends and afterschool	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that are required to receive support based on their Individual Education Plan and those that need emotional support.	<p>Counseling services mandated as per the Individualized Educational Plans; parental meetings; peer-mediation/negotiation. All services provided during the school day.</p> <p>Crisis Intervention Services -one to one and/or small/ large groups when needed. All services provided during the school day; Educational, Psychological and Vocational Assessments: Parent/staff/faculty consultation when needed. All services provided during the school day.</p> <p>Mental health counseling services provided on a one to one basis where appropriate; parental meetings; Parent/staff/faculty consultations when needed; crisis intervention; Social History update for Initial Referrals. All</p>	Mentoring, one to one basis, Small group	During school and after school

		services provided during the school day. Health Services provide by on –site Medical Team in affiliation with Jamaica Hospital.		
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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.
This year, Assistant Principals will be attending various job fairs offered by NYC Department of Education. Teachers will be hired from Teach for America, teaching fellows and open market. School will contact several universities to hire recent education major college graduates that have met all requirements. School plans to hire a social studies teacher, math teacher, ESL teacher and special education teacher. New teachers who will be hired will receive over the summer the opportunity to attend professional development offered by administrative team. New teachers will be given the opportunity to look at the curriculum and review school's expectations. New teachers will be assigned a buddy teacher. Social Studies teacher will be given the opportunity to work with the College Board for Advanced Placement. Teachers will receive lesson plans, Powerpoints, resources, and books to review and plan for the year.

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).
Teachers will work with their content team. Content team will review the common core curriculum and make revisions through the support of the Assistant Principal of Instruction, Principal and district specialists. Teachers will join the inquiry team and discuss best practices. On Mondays, teachers will discuss best practices, review and discuss various cases and come up with solutions to various issues encountered in classrooms. Teachers will receive Professional development on differentiating instruction, how to conduct item analysis, planning rigorous and engaging lessons. In addition, teachers will receive professional development from their colleagues on the Depth of Knowledge. Professional Developments will be facilitated by teachers, administration and outside organizations such as e-world book, Skedula, Castle Learning and district specialists to review ELA Common Core curriculum.

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	199,204.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,883,743.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

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 29	Borough Queens	School Number 492
School Name Mathematics, Science Research & Technology		

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 Jose M. Cruz	Assistant Principal Eileen Hacha Sattar
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Julia Robison	School Counselor Marie Abellard
Teacher/Subject Area David Lui/English	Parent Laureen Rankin
Teacher/Subject Area Ines Tavarez/Spanish	Parent Coordinator Kareen Armstrong
Related-Service Provider Joyce Weingarten	Borough Field Support Center Staff Member type here
Superintendent Michael Prayor	Other (Name and Title) Teresa Alvarez/ESL Coordinator

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	465	Total number of ELLs	25	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 checked="" type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	2

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	18	0	0	5	0	1	2	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										4	1	1	0	0
Emerging (Low Intermediate)										0	1	1	3	0
Transitioning (High Intermediate)										1	1	2	0	0
Expanding (Advanced)										2	2	4	2	0
Commanding (Proficient)										0	2	1	2	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	0	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										3	6	3	4	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	5	0	1	0
Integrated Algebra/CC Algebra	12	0	5	0
Geometry/CC Algebra	1	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	6	0	0	0
Living Environment	16	0	2	0
Physics	0	0	0	0

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	9	0	0	0
Geography	0	0	0	0
US History and Government	4	0	1	0
LOTE	0	0	0	0
Government	0	0	0	0
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.
N/A for High Schools
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The overall NYSESLAT scores indicate that 20% of our ELL population is performing at the Beginner/Entering Level, 17% is performing at the Low Intermediate /Emerging level, 13% performs at the Intermediate/Transitioning Level, 33% is at the Advanced/Expanding level and 17% has reached the Proficient/Commanding Level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the Annual Measureable Achievement Objectives data to determine the students that are making progress in ENL- and the percentage of students that have attained English Language Proficiency. The data reveals that 50% of our ENL population is performing at the Expanding/Commanding Level.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency non the NYSESLAT.
Few students take Regents exams in their native language, but some use them for linguistic support.
 - School leaders analyze the results of Periodic Assesment on STARS and the NYC Performance Assesment (MOSL) to work with teachers to ensure the students' individual needs are used to inform and plan instruction. Furthermore, content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's linguistic needs. They consult with an ESL specialist and avail themselves to the services of the Interpretation and Translation Unit.
 - The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a

comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language. Students who speak the same native language are encouraged to cooperatively support one another in collaborative tasks and projects. Home language supports the acquisition of the English language.

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
6. How do you make sure that a student's new language development is considered in instructional decisions?
Children's second language development is diagnosed on an on-going basis. Their progress and needs are considered in planning instruction and choosing instructional materials what while appropriate to their command of the English language allows room for progress as we build on skills they know.
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
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

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.
In accordance with admittance procedures, our Guidance Counselors, Ms. Abellard and Ms. Hernandez, requests the parent/guardian admitting the student to fill out the Home Language Survey. This document indicates whether the student is eligible for NYSITELL testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, and an interview with the parent and student indicate a language other than English are administered the NYSITELL before being programmed. If the parent states on the Home Language Survey that English is the only language but the informal interview reveals that there is another language spoken in the home, the school must give an in-depth interview which entails reviewing the student's work, interviewing the student using grade appropriate, culturally sensitive school-based assessments to determine if the child is eligible for the NYSITELL. A copy of the Home Language Survey is given to the ESL Coordinator, Mrs. Alvarez, who administers the NYSITELL in English. Our ESL Coordinator is a licensed ESL teacher. If the new entrant's home language is Spanish and he/she does not meet the proficiency level on the English NYSITELL, the Spanish LAB is administered as evidence of literacy in the native language. The new entrant is programmed based on the NYSITELL score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ESL Coordinator in both English and the student's native language with the help of the Translation and Interpretation Unit, if necessary. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual Language or Free Standing ESL Program. The ESL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video and upon receiving the results of the NYSITELL, the parent completes the Parent Survey and Program Selection Form indicating the program preference. The initial parent choice is recorded in the ELL Parent Choice update screen (ELPC) in ATS. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the NYSITELL test, he/she is mandated to receive ESL instruction until he/she test out of the program. If a parent requests the bilingual program and the school does not have sufficient numbers to open the program, the principal sends the student and parent's name and information to ELLProgramTransfer@school.nyc.gov requesting a site with a bilingual program. All eligible ELLs are NYSITELL tested and programmed within ten days of being admitted in accordance with the score obtained on the NYSITELL, twenty days for students entering with IEPs, as determined by the Language Proficiency Team. In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report.

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).
A review of the admitting student's documentation and the informal interview with the parent and student often reveals that the has had interrupted or inconsistent education. The SIFE questionnaire is administered by the ENL teacher to further assess and provide the necessary academic support.
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).
Upon registering a ELL student with an IEP the Language Proficiency Team must make a determination within 20 days of admission as to whether the student should take the NYSITELL. They will provide information as to whether the student's disability is a determinant factor affecting whether the student can demonstrate proficiency in English. If the Language Proficiency Team determines that the student may have English language acquisition needs, the student must take the NYSITELL and appropriately programmed within 20 days of admission. If the Language Proficiency Team determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the Principal for review. If the Principal accepts the recommendation as to not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The final decision is made by the superintendent or superintendent's designee. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. The Language Proficiency Team is comprised of Ms. Sattar A.P. , Ms. Robison ENL Teacher, Ms. Deborah Joyce, A.P. ISS Services and the student's parent or guardian.
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.
Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of record, in English and the home language, within the first 5 days of the school year or as soon as the student is NYSITELL is scanned and the results are known. If the student is 18 years old or older, the student is also given a copy of the letter. The letters provide parents with their student's current ESL proficiency placement level. Copies of the letters are kept in the students' cumulative folder in the Guidance Office.
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).
School informs parents, in English and the home language within 5 school days , the results of the NYSITELL and ELL determination using the NYCDOE standard parent notification letter. Parents are also informed that if they believe that their child has been mis-identified as an ELL or non-ELL that they have the right to request (within 45 days of enrollment) that the ELL Identification process be administered a second time.
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.
Parents of all enrolled ELLs are invited to an orientation session within the first month of each semester. They view The Orientation Video for Parents of Newly Enrolled English Language Learners. Features of our Free Standing ENL and Push In Content Area ESL , Bilingual and Dual Language programs are explained. Eligibility and exiting regulations are discussed. Parents also receive orientation on the Common Core State Standards, credit accumulation, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Information on immigration services, health clinics and immunizations are also handed out. If not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the students cumulative record folders. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.
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.
Upon registering an over-the counter ELL students, the parent views The Orientation Video for Newly Enrolled English Language Learners and completes the Parent Survey and Program Selection form. This is accomplished during the intake process. The parents of List-Noticed students are invited to the Parent Orientation Meeting where the video is viewed and the forms are filled out. The Parent Survey and Program Selection form and literature explaining the ENL, Transitional Bilingual and Dual Language Programs are mailed to the parents who were not present at the Parent Orientation Meeting with the request that they be returned to the ESL Teacher within five days indicating their choice of program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
A roster of all newly admitted ELLs is generated and checked as forms are completed.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are mailed to the student's address of record within five days of admission.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Home Language Surveys, Parent Survey and program Selection forms, placement, entitlement and non-entitlement letters are filed in the students cumulative folders in the Guidance Office.

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 RLER ATS report is reviewed to verify that all NYSESLAT eligible ELLs are identified. Letters are sent to the parent/guardian at the home address of record, in English and in the student's home language, informing them of the dates in which the test will be administered. The administration of the different sessions of the NYSESLAT are adhered to as outlined in the NYSESLAT State administration memorandum. After the scheduled administration of the test, the ESL teacher, ESL coordinator and/or Attendance teacher contacts the student and/or parent and makes every effort to ensure that all ELL students are administered all four components of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are mailed to the parent/guardian within five days of the school year.

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).

Trends in parent's choices indicate that 99.9% prefer the Free Standing Self Contained ESL Program. The ESL Free Standing program in our building is aligned with the parents' request according to the selection indicated on the Parent Survey and Program Selection Form. All the parents of our newly admitted students have returned the Parent Survey and Program Selection Form and have been programmed accordingly.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
ELL are programmed according to their grade (9th/ 10th graders and 11th/ 12 graders) and are homogeneously programmed according to their proficiency level on the NYSESLAT and the NYSITELL.
 - 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 students are provided with appropriate ESL classes based on scores attained on the NYSITELL and the York State English as a Second Language Achievement Test (NYSESLAT). Ours is a Freestanding ESL Program. Instruction is provided by a licensed ESL teacher, Ms. Robison. Our program fully addresses compliance with CR Part 154 for English as a New Language by providing our ELL student population with the required units of ENL instruction:
Beginner/Entering Level Classes: 180 minutes of Standalone ENL and 360 minutes of integrated ENL/ELA or content area
Low Intermediate/Emerging: 90 minutes of Standalone ENL and 270 minutes integrated ENL/ELA or content area
Intermediate/Transitioning: 90 minutes integrated ENL/ELA and 90 minutes content area
Advanced/Expanding: 180 minutes integrated ENL/ELA or content area
Proficient/Commanding: 90 minutes integrated ENL/ELA or content area

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.

Core content is delivered through a licensed content area instructor with support services from the ENL and ISS teachers.

Students are given support via strategies in vocabulary, writing and reading interventions. Teachers provide scaffolding and additional resources in order for students to make progress. Students receive additional support in ENL through Test Wizard/Game. Specific emphasis is placed upon students' abilities to determine importance in the texts that they read. Additional focus is given to test-taking strategies as well as student writing in response to specific prompts. Periodic Assessment tools assist the teacher in gauging the progress being made the students and students' readiness to move onto higher levels of comprehension. The activities are tiered to reflect the various levels of student achievement that may exist in one class. The lessons are differentiated in terms of the various difficulty levels of the text including vocabulary presented.

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

At registration, the Guidance Counselors, Ms. Abellard or Ms. Hernandez, and the ESL Coordinator, Ms. Alvarez, (native Spanish speaker) interview the parent and student to determine fluency in the home language. In the event that the student to be registered speaks a low incident language, the Interpretation and Translation Unit assist with the evaluation. Spanish language speakers are administered the Spanish language LAB to further determine students' level of literacy.

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

The Spring NYSESLAT modality results are not available on the RNMR at this time

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

We serve SIFE students by implementing differentiated instruction. This will include: pairing with stronger academic students, pairing with cultural buddy and providing one-on-one instruction. Besides programming ELLs who have been in US schools less than three years (newcomers) into the recommended periods of ESL instruction, these students are encouraged to attend tutoring during their lunch period and before or after school hours where the results of Periodic Assessment data are analyzed and instruction is provided to meet their individual deficiencies. One to one tutoring is also available to all of our ELLs (Newcomers and Developing ELLs) where the student's proficiency level needs in reading and writing are individually addressed. Furthermore, emphasize is placed on academic language and students are allowed extended time on Regents Exams. With regards to long-term ELLs (in NYC

school six years or more), the following program/services are available to ensure that our long term ELL population meets the Common Core Learning Standards for English Language Arts & Literacy in history/social studies, science, and mathematics

Small class size

ICT classes which provide content area and ICT methodology

One-on-one small group instruction during students' lunch periods and extended day with content area teachers

Study Island

Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker Referral to HAUP (Haitian Americans for Progress). This organization provides cultural and academic support.

All of our ELLs are further supported with the following resources:

Bilingual glossaries and dictionaries

Beginner Level students are paired with a student translators

Increase Number of ELLs taking PSAT and SAT Exams

Continued implementation of the Continuum for Academic Rigor and Excellence Document

Extended time and separate location during the administration of Regents Exams

Translations of the content area Regents exams

We continue to support Former ELLs students who have reached proficiency on the NYSESLAT through tutoring and Regents preparatory classes. Regents testing accommodations have been extended to former ELLs. The testing accommodations for former

ELLs include separate locations, extended time, dictionary and glossaries and home language versions of the Regents exams.

Furthermore, ELLs who require more than four years to graduate are provided with extensive Academic Instructional Support:

small

group instruction and tutoring by content area teachers and independent study under content area teachers' supervision.

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.

Schools, parents and students who believe that they have been mis-identified as an ELL or non-ELL may request, within 45 days of enrollment, to be re-administered the Identification process. A written request to initiate the review of the ELL status must be provided in writing by the parent/guardian or students of 18 years of age or older. The re-identification process is completed

within 10 day of receipt of the written notice, by the Guidance Counselors and ENL Coordinator, upon review of the student's work

in English and in the home language. The school principal, Mr. Cruz, determines whether to change the ELL status and the parent/guardian or student if 18 or older are sent written notification of the determination made. The parent/guardian or student

if 18 or older must sign and return the principal's recommendation which is then sent to the superintendent for review and final determination. All notifications are filed in the student's cumulative folder.

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

All students, especially ELL-SWD's are provided opportunities to practice active participation in their learning. Through conversations and discussions in class with teachers and other students ELL-SWD's develop language skills as well as broaden their

knowledge and understanding of subject matter. Students are encouraged to collaborate with peers and utilize cooperative learning strategies. Teachers model how to pose questions and make comments in small discussion groups which ultimately organizes

student directed discussions. Overall, teachers use a variety of strategies when teaching literacy to access their student's needs and

determine how to proceed with instruction in the advancement of literacy. Materials include:

Springboard Engage New York

Apex

Audio/Video recordings

Manipulatives

Graphic Organizers

Tables/Charts/Index Cards

Kaplan Regents Prep Books

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?

When accessing the least restrictive environment ELL-SWDs have the same opportunities as the general education student. Our ELL - SWD students are programmed in Colloborative ICT classes where they are mainstreamed with the general population. They are

provided with leveled texts to better accommodate their reading and comprehension levels. They are heterogeneously grouped to

afford greater opportunities in meeting their long and short term annual goals. Utilizing the Individualized Educational Plans teachers become familiar with students testing accommodations to better provide students with the ability to demonstrate mastery of

skills and attainment of knowledge without being limited due to the effects of their disability.

Chart

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

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

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

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

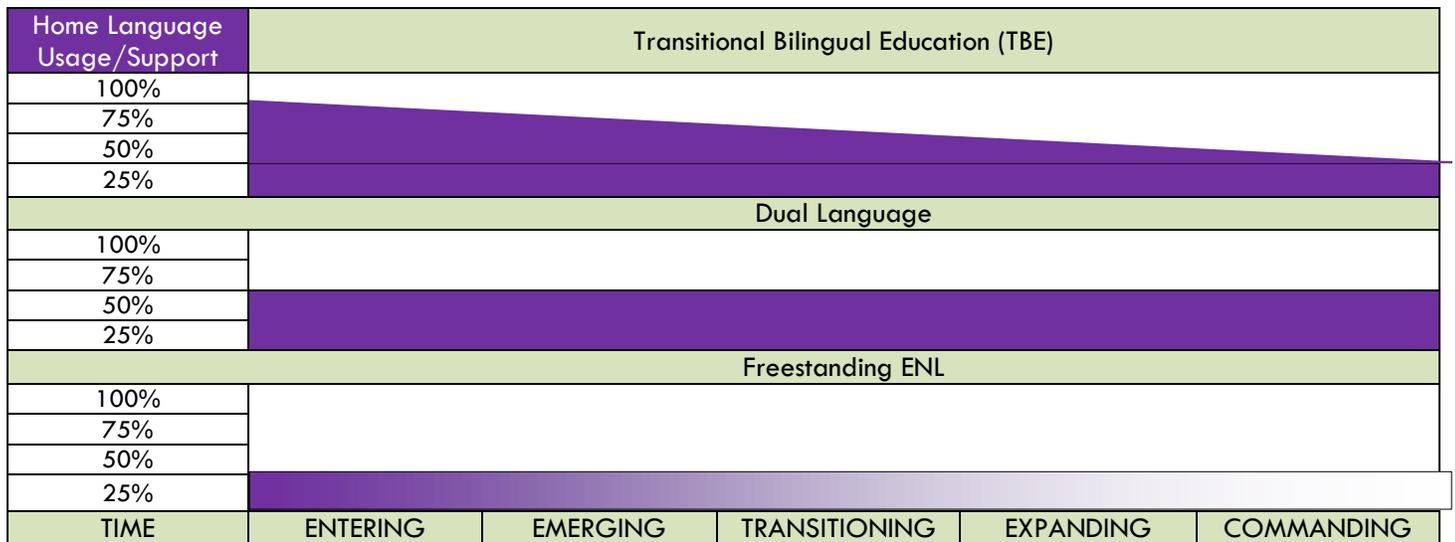


*Note “other approved services” does not apply to New York City at this time.

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.
We offer the following targeted intervention programs for ELLs in ELA, math, science and other content areas. All targeted intervention is offered in English:
One to one tutoring in the content area with targeted intervention in ELA, math, science and social studies
After school academic intervention on Wednesday and Thursday by content area teachers from 2:27pm to 3:57pm
Saturday Regents Prep Classes
One-on one small group instruction during students' lunch periods
Counseling sessions with parent and child with Principal, AP Administration, Guidance Counselor and Social Worker
Referral to HAUP(Haitian Americans for Progress). They provide cultural and academic support.
Project Prize
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.
12. What new programs or improvements will be considered for the upcoming school year?
In order to meet CR154 requirements, the push-in model in content area classes will be implemented. Students programs will be blocked based on proficiency and grade level in both ENL and Content area classes. ENL and content area teacher will have co-planning time.
13. What programs/services for ELLs will be discontinued and why?
The Campus Magnet Complex ESL model whereby one standalone, self-contained ESL program served all ELLs in Q 492, Q494, Q496 and Q498 will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are encouraged to participate in all after school activities and events. Even though our school does not qualify for Title III funding, the school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that back-packed, phone calls, and direct intervention of ENL, physical education, and performance and visual arts teachers. ELLs participate in PSAL teams, ARISTA (the National Honor Society), Penny Harvest.
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 ELLs are being supported by ESL Readsmart.com in the ENL classroom and computer lab as well as study Island in their content area classes. Geographic Edge textbooks are used in the Beginner level. Their listening and reading comprehension needs are addressed through the use of articles, novels, movies and documentaries. Skedula is used to track student progress.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Since we provide a standalone, self contained, ENL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and grade level.
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).
Prior to the beginning of the school year, incoming students and their parents/guardians are invited to attend the school's open house and orientation. They are introduced to Mr. Crus, Principal; Johnny Recio, AP; Eileen Hacha-Sattar, AP; Marie Abellard and Gertrudis Hernandez, Guidance Counselors. They are given a tour of the building and an introduction to our specialized programs in Law and Community Service.
19. What language electives are offered to ELLs?
Spanish foreign language classes are offered as mandated for graduation and as electives for students that pursue an Advanced Regents Diploma.
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.)

Professional Development Plan 2015-2016

Fall/Spring 2015-2016

- Discuss the importance of professional development in inquiry-based learning.
- Develop professional portfolio, including lesson plans, student work samples, and data analysis.
- Develop a plan for professional growth, including attending conferences and workshops.
- Develop a plan for professional growth, including attending conferences and workshops.

Introduction to SKEDULA, pending on acquiring license.

Goal: To teach staff the importance of doing inquiry work to become a better teacher in the classroom.

Format: Professional Development sessions will be provided in a sequence of workshops interspersed with observation, analysis of student work samples, and development of individual learning profiles and learning plans. Teachers will learn from each other. Staff will listen to practices that work or didn't. Staff will look at qualitative and quantitative data. During the school year, teachers will have an opportunity to work collaboratively to identify, analyze, and resolve barriers to successful learning for English Language Learners (ELL) and all students.

The Weeklong Workshop (scheduled for September / October / November/December/January) will be facilitated by a team of professional developers with expertise in the learning community, differentiated instruction, project-based learning, student portfolio development, looking at student work of English Language Learners, Qtell and Special Education.

Differentiated instruction is based on the beliefs that all students differ in their preferred modes of accessing and working with information, that classrooms in which instruction recognizes and respects individual differences, and where the focus is understanding and working with important ideas all produce engaged, successful learners.

- Day 1 - 2 : Learning styles and multiple intelligences.

Goal: Participants will demonstrate understanding of learning styles and multiple intelligences as useful tools for differentiated activities. Complete individual learning styles and multiple intelligence profiles for themselves.

Outcomes: Teachers will be able to integrate concepts of learning styles and multiple intelligence within their content to support all students such as English Language Learners, General Education and Special Education.

- Day 3 - 4 : Workshop on differentiated instruction.

Goal: Participants will learn to construct individual learning profiles as the basis for beginning to create individualized learning plans for each student.

Activities: Teachers will be introduced to components of student records and basic format for individual profiles. Teachers will be provided with students' diagnostic test scores to review to identify key indicators of students' strengths, struggles, and interests.

Participants will share insights and generate questions related to each student reviewed. Data is analyzed.

Outcomes: An Action Plan will be put in place to support all teachers working with ENL students, Special Education Students, Lowest third and general education..

Day 5 : Clarify findings and expectations

Goal: Using profiles generated during Day 1, participants will analyze demands of common academic assignments in terms of their findings.

Activities: Participants will select an appropriate learning standard based on their teaching assignment. Participants will compare existing information about performance levels with expected outcomes for profiled students. Based on this comparison, participants will work in pairs to complete a task analysis for at least one learning standard in their subject area.

Participant will explore English Language, Math, Science, United States history, Foreign Language, and technology curriculum goals, and identify common instructional principles across the content area.

Outcomes: Participants will complete a task sequence.

Fall/Spring Professional Development series

Teachers will meet after school and common time to conduct inquiry work and co-plan. Each staff will generate professional development based on what is occurring in the classrooms, and what seems to be working. In addition, teachers are looking for best practices and are reflecting upon their practices.

Professional Development concentration will be based on the following topics:

Collaborative learning and quality

Progresses Report

Planning the portfolio

Sheltered Instruction in English

Collaborative Learning -

NL Teaching and /

at ion

Unpack at least 3 standards

Determine learning

n s t r u c t i o n a l S t r
 a t e g i e s t o S u p p r
 o r t S t a n d a r d R l .
 l l - l 2 . 5
 D e v e l o p i n g r u
 b r i c s f o r s t u d e n
 t w o r k
 l n t e g r a t i n g t
 e c h n o l o g y i n t o t
 h e E S L / E N L c u r r
 i c u l u m
 A n a l y z i n g p r o
 g r e s s a n d r e p o r
 t w r i t i n g
 A c c o u n t a b l e t
 a l k i n g
 B e s t practices
 L i t e r a c y c o m m
 i t t e e
 C r i t i c a l r e f l e
 c t i o n a b o u t t e a c
 h i n g .
 C o m m o n C o r r e
 U n i t P l a n n i n g
 T e a c h i n g E S L
 a n d S p e c i a l E d u
 c a t i o n s t u d e n t s
 t h r o u g h C o - T e a c
 h i n g

The focus of professional development is to train staff to be better in the classroom and to focus on their learners.

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?

We encourage our ESL teacher to attend professional development. Our ESL teacher received information of the following professional development that we want her to participate:

- Supporting English Language Learners
- Content-based Instructional Strategies for ELL
- Teaching English Language Learners (ELL)
- Common Core State Standards for English Language Learner
- Improve English Language Learner Instruction through the Use of Technology for ASPDP
- Language and the Brain
- Data Analysis and AMAO Estimator

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 Staff are given the opportunity to review their students data. Teachers are given the opportunity to look and discuss their students' work with colleagues. Teachers review English Language Learners, Lowest third, Special Education stats on a daily basis. Teachers are given the opportunity to discuss best practices and conduct inquiry work. This year, ESL teacher has been given the opportunity to co-teach and discuss ESL methodology with content teachers. ESL teacher provides teachers with resources on providing sheltered Instruction. Teachers working with ESL/ENL teacher co-plan during common planning. English Language Learners are given the opportunity to participate in all school activities, join various clubs and exposed to the American English language and culture. English Language Learners are taken on various school trips such as Museum of Natural History, Metropolitan Museum of art, Bronx Zoo, Luke Concert, Washington D.C., African Burial Ground, Tribeca Performing Arts Center and amusement parks to help students assimilate to the American Culture.
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.

Our Professional Development is on-going. Teachers not only discuss ELLs but all other students. Professional Development focuses on best practices and working collaboratively. Teachers work together on discussing methodologies such as sheltered instruction for English Language Learners, differentiations, help improve the arts of teaching and to effectively Co-teach. All agendas, resources and attendance sheet are put in a PD binder which is kept in the principal's office.

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?

Schools meet with the parents or guardians of ELLs once every semester, in addition to parent-teacher conferences and parent orientation meetings, to discuss their child's language development progress, their Periodic Assessment results and the child's language development in all content areas. School records attendance and provides interpretation/translation services.

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. The Parent Coordinator organizes workshops to foster parental involvement. Examples of our workshops are:

Title I

Preparing for college

Common Core Standards

Transitioning into high school

Citizenship

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are encouraged to attend citywide forums that focus on the needs of immigrant students and their families. At Mathematics, Science Research and Technology High School, we partner with Queens College, Queensboro Community College, Cambria Heights Civic Association, New York Cares, United Family Organization (UFO) and HAUP (Haitian American for Progress). HAUP offers both family support and family assistant services as well as educational programs. Their educational program includes beginners, intermediate and advanced ESL, citizenship classes, parenting and survival skills, after-school tutoring, computer classes, literacy classes and career development seminars.

5. How do you evaluate the needs of the parents?

The primary language spoken by the parents of each student enrolled in the school as well as the parent's primary language are identified upon enrollment through the Home Language Identification Survey and entered on ATS and on the student's emergency card. The initial intake interview with the parent determines whether the parent requires language assistance in order to communicate effectively with the school. Translated documents are available to parents determined to be in need of language assistance services, via in-house staff fluent in the predominantly identified languages as indicated on the Home Language Aggregation Report (RHLA) and through the use of translation/interpretation school funding as set forth in SAM No 53, FY13 and the Department of Education translation services. The Parent Coordinator also informs parents of the availability of documents in their native languages on the DOE website. The school uses Datacat to communicate periodic student progress in the home language.

6. How do your parental involvement activities address the needs of the parents?

ELLs parents are provided with the interpreter/translators of native speakers of French, Haitian Creole and Spanish. Parents are encouraged to be actively involved in their child's education and academic progress by attending:

Open School Parent-Teacher Conferences

Individual student conferences

PTA Meetings

ESL Parent Orientation Meetings

Parent Forums

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.

Response to question 2, section C above : Teachers and Guidance Counselors keep a log documenting all meetings and communications as well as what is discussed and agreed upon solutions.

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 29 **School Name: Math,Science Research & Technology**
Superintendent: Michael Prayor

Before you begin, please check the following:

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

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

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

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

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

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the ATS OTELE and RESI reports for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

Arabic 1
Bengali 9
Chinese 4
French 3

Gujarati 1
Haitian Creole 31
Malay 1
Philipino 1
Polish 1
Punjabi 1
Sinhalese 1
Spanish 36
Tigre 1
Turkish 1
Urdu 2

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.)

We disseminate DOE translated documents throughout the school year as they become available. We use staff members the are proficient in French, Haitian Creole and Spanish to translate school generated information.

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.

Parent-Teacher Conferences
College Night
Monthly PTA Meetings
Guidance Meetings
IEP Meetings

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.

In-house staff members at our school work per-session to ensure that the identified translation needs are provided. All translated documentations are mailed out on a timely manner to the students' address of record.

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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak French, Haitian Creole and Spanish. Oral and written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (French, Haitian Creole and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in French, Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

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.)

Besides posting brochures providing information of translation and interpretation services, staff members receive information on who is available to translate and are provided with the phone number of the Translation and Interpretation Unit.

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

Our school sends home translated documents and communications. Furthermore, translators are available for all face-to-face conferences.

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)

We review feedback on Parent's Surveys and monitor positive response to outreach.