



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

07X473

School Name:

MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL

Principal:

MELANIE WILLIAMS

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Mott Haven Village Preparatory High School School Number (DBN): 07X473
Grades Served: 9 – 12
School Address: 701 St Anns Avenue, Bronx, NY 10455
Phone Number: 718-402-0571 Fax: 718-665-2363
School Contact Person: Tameika Solomon Email Address: Tsolomon2@schools.nyc.gov
Principal: Melanie S Williams
UFT Chapter Leader: Collwyn Harris
Parents' Association President: Sonia Rodriguez
SLT Chairperson: Grant Flatgard
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maybeline Suarez
Student Representative(s): Yisel Vargas
Jackeline Matos

District Information

District: 07 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melanie S Williams	*Principal or Designee	
Collwyn Harris	*UFT Chapter Leader or Designee	
Sonia Rodriguez	*PA/PTA President or Designated Co-President	
Mariana Rodriguez	DC 37 Representative (staff), if applicable	
Maybelline Suarez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Yisel Vargas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jackeline Matos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shabazz Wilson (East Side House)	CBO Representative, if applicable	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mott Haven Village Preparatory High School is a conceptually consolidated school, following the small school model. Our unique characteristics are (but not limited to):

- Small school population (approx. 350 students; 24 teachers) allows more opportunity to collaborate and interact with students on an individual level.
- Weekly full-staff professional development provides a forum to relay information, share best practices, etc.
- Weekly grade team meetings during which staff members review cohort specific data grounded in Attendance, Credit Accumulation and/or Regents Passing Rates
- Weekly time for instructional department meetings is built into the schedule; therefore allowing additional time for "like subjects" to collaborate regarding instruction, pedagogy, best practices, etc.
- Weekly advisory during which students meet with their advisor regarding academic progress towards graduation

Our strategic collaborations/partnerships are as follows (but not limited to):

- Our CBO (East Side House Settlement) provides the staff to teach College/Career Readiness to 11th and 12th graders. Additionally they provide afterschool and/or lunch programs to assist students with college readiness, leadership development, communication skills and relationship building.
- Our CBO (East Side House Settlement) provides staff to teach a Personal Finance; Introduction to Banking course during summer school.
- Montefiore Clinic is on the 3rd floor of our school building and is available for physical and mental support as a free service to registered students.
- LYFE Center is on the 1st floor of our school building and provides free child-care for our students that are also parents.

Our special initiatives being implemented are as follows (but not limited to):

- Saturday Academy provides additional instruction to students on an as needed basis (10am – 1pm; Saturdays).
- Academic Boot Camp provides additional instruction to smaller groups of students (afterschool on Tuesday, Wednesday and Thursdays).
- Progress Reports – Students receive Progress Reports from Jupiter Grades halfway between Report Card distribution dates. This way, they are able to see, address and improve grades before it officially appears on their report cards.
- JupiterGrades – Students, parents and staff have 24/7 access into their child's academic progress, behavior in class, attendance, etc.

Mott Haven Village Preparatory High School's mission is grounded in **A.C.R.G** . (Attendance, Credit Accumulation, Regents Passing Rates and Graduation Rates). Specifically, our mission is to:

- Collaborate with teachers, coaches, administration, CBO and Montefiore Clinic to improve overall student achievement in **A** ttendance, **C** redit Accumulation, **R** egents Passing Rates and **G** raduation Rates.

Special Populations – Considering that we are an unscreened school, Mott Haven Village Prep generally has the following special population of students with additional needs:

- Special Education – Generally 1/3 of our student population have an IEP – In order to properly service this sub-group, it is vital that we have the appropriate ICT teachers, mandated counselors, accommodations, differentiated instruction, etc. to serve SWDs.
- ELLs – Generally 1/10 of our student population are English Language Learners – In order to properly service this sub-group, it is vital that we have the appropriate ESL teacher to provide language acquisition skills in addition to academic support in other subject areas.

Regarding the Six Elements of the Framework for Great Schools, we celebrate progress in the following areas:

- Supportive Environment – considering our small school model, we are proud to have a supportive environment in which students feel individually known and cared about by staff. Students are able to identify at least one staff member whom they feel confident speaking with regarding school, home, stress, college, etc.
- Collaborative Teachers – In addition to weekly Full Staff and Grade Team Meetings, our schedule accommodates Department/Subject Meetings to occur during the school day. Teachers are committed to using this time to improve classroom instruction and overall school achievement.

Our focus area for this year is:

- Rigorous Instruction – Our school still struggles greatly on an academic level. Although administration has provided and encourages use of Study Island and other Common Core/Regents aligned materials, we are still working diligently to align classroom instruction with city/state expectations.

07X473 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	367	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	N/A	# Integrated Collaborative Teaching
				47
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		84.0%
% Free Lunch	90.4%	% Reduced Lunch		4.1%
% Limited English Proficient	8.4%	% Students with Disabilities		22.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		23.0%
% Hispanic or Latino	75.6%	% Asian or Native Hawaiian/Pacific Islander		0.3%
% White	0.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.58	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		0.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.86
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	77.1%	Mathematics Performance at levels 3 & 4		50.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	73.8%	% of 2nd year students who earned 10+ credits		67.5%
% of 3rd year students who earned 10+ credits	61.4%	4 Year Graduation Rate		57.0%
6 Year Graduation Rate	78.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	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		N/A
Hispanic or Latino	NO	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		N/A
Hispanic or Latino	YES	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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths – using data based instruction (Student Island, Regents Item Analysis, Mock Regents Item Analysis and Item Analysis of Prior Exams) and Team Meetings that are worked into the school day</p>		
<p>Needs – Clear expectations of rigor and systems to monitor and hold everyone accountable for implementing those expectations</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, teachers will use Study Island, Regents Prep and/or Engage NY to plan rigorous instructional tasks at least 80% of the time.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional Development dedicated to lesson/unit plan review and interdisciplinary curriculum planning to ensure rigorous instruction.</p>	<p>All teachers</p>	<p>Ongoing</p>	<p>Department Chais and Admin Point Person(s)</p>
<p>Additional Curriculum Resources and administrative/peer feedback on curriculum maps in a timely fashion</p>	<p>All teachers</p>	<p>Ongoing</p>	<p>Administration, purchasing secretary and Department Chairs</p>

Additional professional development on differentiation for ELLs and SWDs.	All teachers	Ongoing	Administration, PD 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.											
Tax Levy, P/F, Title I SWP and/or Title I 1003 will be used to fund staff salaries, per session activities, order additional textbooks, technology, instructional material, etc. to ensure that staff have the required materials to facilitate this goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016, teachers will use Study Island, Regents Prep and/or Engage NY to plan rigorous instructional tasks at least 70% of the time. Additional support from the Lead Teacher, Department Chair and administration will be provided to any staff members not meeting this goal.											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Strengths – Montefiore Clinic, LYFE Center, Grade Team Meetings, Advisory		
Needs – Implementation of PBIS and additional attendance-based interventions		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By the end of June 2016, 90% of students and teachers will participate in Tier 1 of the PBIS program to establish a classroom and school culture where students feel safe, supported and challenged by their teachers and peers.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School-based incentives (i.e. “school bucks” rewards, trips, acknowledgement, award ceremonies, etc.)</p>	<p>Students</p>	<p>Ongoing</p>	<p>Teachers and Dean</p>
<p>Improve school pride and culture through paraphernalia and collaborative events</p>	<p>Students and teachers</p>	<p>Ongoing</p>	<p>Administration and Dean</p>
<p>Improve Parent Involvement</p>	<p>Parents and staff</p>	<p>Ongoing</p>	<p>Administration and Parent Coordinator</p>
<p>Implementation of PBIS</p>	<p>Students</p>	<p>Ongoing</p>	<p>Teachers, Dean and Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy, P/F, Title 1 SWP and/or Title 1 1003 will be used to fund staff salaries, per session activities, order additional school apparel/paraphernalia, PBIS professional development registration, etc. to ensure that staff have the required materials to facilitate this goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By the end of January 2016, 80% of students and teachers will participate in Tier 1 of the PBIS program to establish a classroom and school culture where students feel safe, supported and challenged by their teachers and peers.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Strengths – Team meetings are frequent and scheduled into daily programming (department meetings, grade level meetings and full staff meetings. Teachers use Study Island, Engage NY, etc. to plan units/lessons and share best practices with peers at aforementioned meetings.		
Needs – Provide additional services to Gen-Ed students that also struggle academically. A large number of our students have reading comprehension deficiencies. Provide more resources to improve literacy.		

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, at least 85% of the “lowest third” student population will participate in services and programs (such as assessments to identify ability levels, learning styles, Saturday Academy, Academic Boot Camp, etc.) to ensure academic achievement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
PBIS Implementation	All students	Ongoing	PBIS Committee, Dean and Teachers
Special Ed Team Meetings (at least monthly)	SpEd students	Ongoing	SpEd teachers and Admin
Additional Parent Workshops grounded in academic supports available at home	All students	Ongoing	Parent Coordinator, PTA and staff

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.

Tax Levy, P/F, Title 1 SWP, PTA Funded and/or Title 1 1003 will be used to fund staff salaries, per session activities, order additional school apparel/paraphernalia, PBIS professional development registration, etc. to ensure that staff have the required materials to facilitate this goal.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By January 2016, at least 75% of the “lowest third” student population will participate in services and programs (such as assessments to identify ability levels, learning styles, Saturday Academy, Academic Boot Camp, etc.) to ensure academic achievement. Additional interventions will occur to get the remaining students on board before the end of the school year.

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths – School leader communicates a clear, concise vision grounded in improvement of ACRG (Attendance, Credit Accumulation, Regents Passing Rates and Graduation Rates); School leader ensures that programming meets the needs of the students (i.e. programmed for the appropriate classes to ensure progress toward graduation); School leader uses capital resources effectively to purchase educational software, technology, pay for per session opportunities etc. to improve instruction in the classroom.</p> <p>Needs – School leader (and assistant principals) need to create and adhere to a Teacher Observation/Feedback Cycle that provides more timely feedback to teachers. Although software is in place, administration needs to carve out specifics so that school-wide practices run smoothly.</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, administration will have observed teachers at least six (6) times and provided written feedback (from the Advance Web Application) within 1 week at least 85% of the time.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
Teacher Observation/Feedback Calendar	Administration	Ongoing	Administration
Ensure that the Dean handles disciplinary concerns so that administration can focus on Classroom Observations	Administration and dean	Ongoing	Administration and dean

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.											
Tax Levy, P/F, Title 1 SWP and/or Title 1 1003 will be used to fund staff salaries, per session activities, network and/or borough based professional development, etc. to ensure that staff have the required knowledge/skillset to facilitate this goal.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016, administration will have observed teachers at least six (3) times and provided feedback within 1 week at least 85% of the time. Administration will adjust schedules to make sure this is met and therefore, ensuring that we are on target to reach the full goal by the end of the school year											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strengths – Jupiter Grades, Advisory, Grade Team Meetings, Subject Team Meetings, Parent Teacher Conferences, PTA Meetings</p> <p>Needs – Develop more relationships with CBOs (in addition to East Side House Settlement); increase the number of parents that come out to Family Events</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, administration, parent coordinator, Montefiore Clinic directors and/or East Side House Settlement will collaborate to provide and promote 5 – 8 workshops in the following areas (academics, college/financial resources, social-emotional development and medical supports as evidenced by Attendance Sheets at workshops and Surveys.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>School-wide Grade Level Expectations – Communicated to students AND parents</p>	<p>Parents and students</p>	<p>Ongoing</p>	<p>Parent coordinator, teachers, administration, guidance</p>
<p>PBIS Implementation</p>	<p>Parents and students</p>	<p>Ongoing</p>	<p>Full staff</p>
<p>Technology Workshops ensuring that parents and students know how to maneuver school software (i.e. Jupiter Grades, Email, Teacher Websites, Study Island, RegentsPrep.org)</p>	<p>Parents and students</p>	<p>Ongoing</p>	<p>Full staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy, P/F, Title I SWP, PTA Funded and/or Title I 1003 will be used to fund staff salaries, per session activities, order additional school apparel/paraphernalia, PBIS professional development registration, etc. to ensure that staff have the required materials to facilitate this goal.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
X	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By January 2016, administration, parent coordinator, Montefiore Clinic directors and/or East Side House Settlement will collaborate to provide and promote at least 3 workshops in the following areas (academics, college/financial resources, social-emotional development and medical supports as evidenced by Attendance Sheets at workshops and Surveys. Additional workshops will be planned and provided to ensure that we reach at least 8 by the end of the school year.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students currently failing course and/or Students that have taken and previously failed the NYS Regents in this subject area	Study Island Regents Prep Repeated Instruction in a smaller group	Small group instruction	Afterschool Academy (Tuesday, Wednesday and Thursdays 2:30pm – 4:30pm) Saturday Academy (10am – 1pm)
Mathematics	Students currently failing course and/or Students that have taken and previously failed the NYS Regents in this subject area	Study Island Regents Prep Repeated Instruction in a smaller group	Small group instruction	Afterschool Academy (Tuesday, Wednesday and Thursdays 2:30pm – 4:30pm) Saturday Academy (10am – 1pm)
Science	Students currently failing course and/or Students that have taken and previously failed the NYS Regents in this subject area	Study Island Regents Prep Repeated Instruction in a smaller group	Small group instruction	Afterschool Academy (Tuesday, Wednesday and Thursdays 2:30pm – 4:30pm) Saturday Academy (10am – 1pm)
Social Studies	Students currently failing course and/or Students that have taken and previously failed the NYS Regents in this subject area	Study Island Regents Prep Repeated Instruction in a smaller group	Small group instruction	Afterschool Academy (Tuesday, Wednesday and Thursdays 2:30pm – 4:30pm) Saturday Academy (10am – 1pm)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor = meets periodically with students that are “at risk” behaviorally, socially and academically (referred by administration	Varies as needed (see column to the left)	Varies as needed and/or required in IEP (see column to the left)	Varies as needed and/or required in IEP

	<p>and/or staff). In collaboration with administration, they review students' transcripts, map credit recovery opportunities for students, etc.</p> <p>School Psychologist = After reviewing student's profile during our PPT meetings, students are referred for assessment and evaluations to determine applicable services. Students may also be referred to the Montefiore Clinic for mental health services.</p> <p>Social Worker = Students are referred to meet with the Social Worker by administration, teachers, support staff and/or Special Education mandated related services.</p> <p>Health Related Services = Social Worker, Counselor and School Aide are trained, designated health resource coordinators that give health related information to students regarding HIV, AIDs, STDs and/or safe sex through our Condom Availability Program.</p>			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Strategies for Recruitment:</p> <ul style="list-style-type: none"> - Hiring Committee (comprised of administration and at least one teacher) - Required Demo Lesson for interview finalists; completed with real current students who all provide informal feedback to administration regarding the lesson - Relationship Building/Networking with programs like Teach for America, The Teaching Fellows, LEAP, NYCLA and/or City College, etc. <p>Strategies for Retention and Support:</p> <ul style="list-style-type: none"> - Assigned mentors - Peer Observations - Assistant Principal and Principal Support - New Teacher Training with Lead Teacher <p>Network Support</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Encouraged off-site Professional Development. Administration and Lead Teacher consistently send out PD invitations to staff as they come available. Staff are encouraged to attend and when funding allows, administration covers registration, travel, lodging, etc.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet in Grade Level Team Meetings, Subject Based Meetings and Full Staff Meetings to evaluate assessment measures, examine and decide on the appropriate use of said assessments.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	391,984.00		
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,242,104.00		

¹Explanation/Background:

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

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

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

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

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

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

achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

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

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

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

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

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Mott Haven Village Preparatory</u>	DBN: <u>07X473</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ Afterschool Academy and Saturday Academy will begin November 6th to provide additional help with content homework, NYSESLAT preparation, upcoming Regents, etc. Sessions will be Wednesday and Thursday (2:30pm - 4pm) and Saturdays (10am - 2pm). Instruction will be conducted mostly in English with sporadic Spanish translations as needed. Materials/resources utilized during these sessions will be (but not limited to): teacher's differentiated lesson plans, Study Island, ESL ReadSmart, workbooks, notebooks, pencils to meet students' needs during the Title III program.

- Title III funds will be used to fund a supervisor because there will be no other supervisor available during the time of the Title III Saturday Academy. The supervisor's duties will be classroom observations, supervision of students and staff and parent workshops.

- During the Saturday Academy, ESL students will be taken to visit museum Van Cortlandt Manor (525 South Riverside Avenue, Croton on Hudson, NY). This museum trip aligns with the literacy, vocabulary and social studies skills taught during Saturday Academy.

- Program will continue through 2015-2016.

Part C: Professional Development

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

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

Begin description here: _____ All teachers received professional development weekly (on Mondays) regarding instructional expectations, best practices for students, especially struggling students (i.e. ELLs, SWDs, at-risk populations, etc.). On Tuesdays, staff alternate between Department Meetings and Grade Team Meetings to discuss appropriate differentiation, analyze data, strategize/implement interventions, etc.

- We have one (1) Title III teacher to accommodate 40 ESL students. Regarding her professional development, in addition to full staff pds, she will work with our Network ELL Liason (Alex Maysonet), attend off-campus PDs and receive in-house training from Assistant Principal (Tameika Solomon) regarding NYSESLAT testing, content support, language acquisition and additional IEP services (if applicable).

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Association Meetings convene monthly to discuss current happenings at the school level and to provide support to parents assisting students in their studies at home. Throughout the year, PA Meetings cover Jupiter Grades, Study Island access, ReadSmart ESL, etc. so that parents are more empowered to assist their children at home.

Specifically for Title III parents, a translator is available for every meeting. Additionally, we have Title III parent workshops regarding legalization, documentation, available scholarships, financial aid, Dream Act and supporting students at home.

Part E: Budget

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

Allocation Amount: \$0

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

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	Borough Bronx	School Number 473
School Name Mott Haven Preparatory Village H.S.		

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 Melanie Williams	Assistant Principal Tameika Solomon
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Rosa Uceta	School Counselor Cynthia Leon
Teacher/Subject Area Michael Lamb	Parent
Teacher/Subject Area Michele O'Bryan	Parent Coordinator Anita Burgos
Related-Service Provider Kirl Santos	Borough Field Support Center Staff Member
Superintendent Elaine Lindsey	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	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)	376	Total number of ELLs	56	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	56	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	17
SIFE	13	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	27

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	16	6	0	13	6	1	27	1	16	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE SP														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										29	16	3	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				0
Haitian										1	1			0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Fulani										1				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		0								6				0
Emerging (Low Intermediate)										4	3		1	0
Transitioning (High Intermediate)										7	1	1	1	0
Expanding (Advanced)										9	9	1	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					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	3		2	
Integrated Algebra/CC Algebra	28		4	
Geometry/CC Algebra	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Chemistry	0			
Earth Science	0			
Living Environment	8		4	
Physics	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	10		0	
Geography				
US History and Government	3		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 ELLs are given the periodic assessment as a tool of evaluating the student progress throughout the course of the school year. These assessments include (but not limited to) ScanTron, NYSESLAT and teacher-generated formative and summative assessment. These assessments assist in the teacher's ability to adjust curriculum to meet the state standards associated with the ESL program. This information informs the overall instruction that is provided within each ESL classroom. The data is collected and the proficiency levels are examined. The proficiency levels of the students are distributed to the teachers on grade levels and those teachers create appropriate instructional plans for that particular grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Noticeable patterns across different NYSESLAT modalities represent a necessity for instructional changes. The appearance of these patterns facilitate an adjustment in overall curriculum and instructional choices. The patterns appear that most students are deficient in reading and writing. These are the skills that the ESL teacher focuses on primarily for these students. Additionally, the instructor provides additional support in listening and speaking to ensure that students continue to develop in these areas. English proficient students are provided with necessary support past their enrollment in the ESL program. Title III funding and additional in-class support to ensure a smooth transition for these students.
 Our entire school is comprised of International students. Our incoming 9th graders come "over-the-counter". Therefore, students without a NYSESLAT score are administered the LABR. The data consistently places these students as beginners. This school year 86% were unable to respond to any questions on LABR.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The NYSESLAT is a culminating mechanism which assesses the growth or lack thereof of each student. Large portions of our students are proficient in Listening and Speaking, more support must be provided to ensure comparable proficiency results in the category of Reading and Writing. While students are immersed in a predominantly all-English setting, it appears that their writing and reading skills still lack proficiency. Students testing out tend to have mastered all four modalities and tend to need less support than students not testing out on the NYSESLAT. Success is evaluated by the number of ELLs attaining success on Regents examinations as well as

making a year or more progress on in-house standardized assessments . Additionally, progress on the NYSESLAT is important. Movement upward of one level is important to the overall ability of ELLs to successfully contribute to a transition into a traditional English classroom setting. The modalities affect instructional decisions in the grade team level. Teachers incorporate all 3 modalities into their instructional plans to help increase achievement and to support the growth of the students learning English.

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

Comprehensive review and analysis of student achievement in the core academic subjects is conducted each marking period. During these reviews, student examination progress is also analyzed. Students' needs are addressed throughout the meetings and instructional changes are made as a result of student progress or lack thereof. Periodic and Interim assessments are given throughout the year as a means by which instructional leaders make decisions related to programming and curriculum development. Data is disaggregated and evaluated based upon student achievement results. Instructional leaders observe to ensure that strategies are in place to address the diverse student needs. As outlined above, the majority of our ELL students are deficient in reading comprehension and writing skills. A school initiative involves professional development targeting literacy across the core curricula. Teachers are engaged in weekly and bi-weekly meeting where literacy for ELLs are targeted. Student results continue to show a weakness in the areas of reading and writing. The performance of the students on exams in English as opposed to their native language is that the students who take the exams in English tend to perform better because the classes are given in English and a great deal of the academic vocabulary is difficult to translate for the students. Teachers are using the periodic assessments to create their instructional plans to meet the needs of the students. The teachers are learning that specific addressing of needs within the core subjects has seen a sizeable growth in performance on regents exams, particularly in the English and Social Studies disciplines.

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? Translation supports are provided to all our students in their native languages. The school provides dictionaries in written and electronic forms. In most subjects, textbooks are provided in languages other than English. Rosetta Stone software is available to all students and their families in English that can be used in school or at home. Assessments, school created and standardized, are available in the students' native language. Purposeful grouping of students, based on English Language Proficiency, is evident in classes.
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?

The success of our ESL program is measured by student progress on the NYSESLAT examination.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). Additionally, students are assessed throughout the year using alternative forms of assessments. Scantron, Rosetta Stone and the Periodic Assessment provide data throughout the year and allows us to benchmark the progress of our ESL program. The ultimate barometer of the success of our programs are determined and measured by student performance on New York State regents exams and our graduation rate. Additionally, teachers of grade teams do quarterly transcript evaluations to evaluate the students' progress within their cohort to measure credit accumulation and regents performance.

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.

We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs. The Program Chairperson enters the Parent Choice into the ELPC screen in ATS immediately after reviewed always within 20 days after admission. The identification process for potential English Language Learners begins with this intake team (Pupil Accounting Secretary, bilingual Guidance Counselor, ESL Teacher, and Native Foreign Language Teacher). Members of the team have students that are new to New York City Public Schools complete essential school and State documents. The Home

Language Survey is administered by our ESL teacher. Once parents indicate a language other than English for the student's language, students are then designated for LAB-R testing, always within 10 days upon arrival. In the event that we cannot locate a viable translator for a family, we contact the DOE's Office of English Language Learners for support. According to the LAB-R results, students are placed into corresponding ESL levels in compliance with their needs according to the assessment. Students are given appropriate native language support when possible and provided with necessary scaffolding throughout their content area classes. The ESL coordinators hold professional licenses in NYS for English Speakers of Other Languages and are well-versed in the administration of the LAB-R assessment. The HLIS is a document we use to determine if the students speak a language other than English. There is also an informal interview in both English and the Native language by our teacher Testing Coordinator. The students and parents are asked specific questions about their background and English abilities. All parents and students are provided to the best of our ability translators at the intake process. . The HLIS is administered by our ESL teacher. The HLIS is completed with the assistance of the pedagogue, and we always try to match the parents with people who speak their native language. Our ESL teacher, conducts all Lab-R testing. She is a licensed pedagogue. She also administers the NYSESLAT exam to our students. The ESL teacher review NYSESLAT results to evaluate ELLs and to ensure our students are receiving the proper instruction. Student growth in English development is charted annually and compared to regents and classwork progress.

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).

Our analysis of the parent surveys consistently shows that parents choose a Stand-Alone ESL Program for their children. Parents are also provided with the option for other services if they so choose. The school makes note, according to the Aspira Consent Decree, that all NYC Public Schools must offer the three ELL programs once the school meets the criteria of having a minimum of 20 students in one grade speaking the same language. In the event that we do not meet the criteria outlined in the Aspira Consent Decree and therefore cannot provide the program of choice, the school initiates an outreach procedure to the High School Placement Office. The name(s) of students and their parent who have chosen a TBE or DL program are submitted to the High School Placement Office to find an appropriate placement of choice. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs.

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).

Our analysis of the parent surveys consistently shows that parents choose a Stand-Alone ESL Program for their children. Parents are also provided with the option for other services if they so choose. The school makes note, according to the Aspira Consent Decree, that all NYC Public Schools must offer the three ELL programs once the school meets the criteria of having a minimum of 20 students in one grade speaking the same language. In the event that we do not meet the criteria outlined in the Aspira Consent Decree and therefore cannot provide the program of choice, the school initiates an outreach procedure to the High School Placement Office. The name(s) of students and their parent who have chosen a TBE or DL program are submitted to the High School Placement Office to find an appropriate placement of choice. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs.

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.

At registration, parents complete a Home Language Identification Survey (HLIS) for their child with the assistance of the pedagogue members of the intake team. Based on their responses to survey questions, the child is administered the Language Assessment Battery (LAB-R) to determine his or her level of English proficiency. These activities take place during the intake process with the bilingual or ESL team teacher(s). Every student has an intake file with a checklist of required documents kept in room 233. Our analysis of the parent surveys consistently shows that parents choose a Stand-Alone ESL Program for their children. Parents are also provided with the option for other services if they so choose. This is also explained in the entitlement letters provided to the parent(s). The school makes note, according to the Aspira Consent Decree, that all NYC Public Schools must offer the three ELL programs once the school meets the criteria of having a minimum of 20 students in one grade speaking the same language. In the event that we do not meet the criteria outlined in the Aspira Consent Decree and therefore cannot provide the program of choice, the school initiates an outreach procedure to the High School Placement Office. The name(s) of students and their parent who have chosen a TBE or DL program are submitted to the High School Placement Office to find an appropriate placement of choice. We stay in contact with the borough enrollment center, and when a program becomes available the option is provided to the parents to transfer programs. The Program Chairperson enters the Parent Choice into the ELPC screen in ATS immediately after reviewed always within 20 days after admission.

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).

The school generates three ATS reports throughout the year. The reports are run multiple time to capture any newly arrived students. The ATS reports: (1) RLAT - Shows student NYSESLAT History; (2) RLER - Shows students eligible to take the NYSESLAT; and (3) RNMR - NYSESLAT Modality Report that shows how students perform on the NYSESLAT components. The reports are generated by an Assistant Principal Data Specialist. During the New York State administration period of the NYSESLAT the school tests all eligible students in ELA/ESL classes. The exams are administered by our ESL teacher. Makeup exams are provided on an ongoing

basis to ensure all eligible ELLs are administered all sections of the NYSESLAT Exam. The Reading/Listening sections are administered individually by appointment by our ESL teachers. Exams are collected and reviewed for completeness and biographical accuracy.

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

The school generates three ATS reports throughout the year. The reports are run multiple time to capture any newly arrived students. The ATS reports: (1) RLAT - Shows student NYSESLAT History; (2) RLER - Shows students eligible to take the NYSESLAT; and (3) RNMR - NYSESLAT Modality Report that shows how students perform on the NYSESLAT components. The reports are generated by an Assistant Principal Data Specialist. During the New York State administration period of the NYSESLAT the school tests all eligible students in ELA/ESL classes. The exams are administered by our ESL teacher. Makeup exams are provided on an ongoing basis to ensure all eligible ELLs are administered all sections of the NYSESLAT Exam. The Reading/Listening sections are administered individually by appointment by our ESL teachers. Exams are collected and reviewed for completeness and biographical accuracy.

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.

We have a full time Parent Coordinator who reaches out to parents to ensure Parent Surveys are returned in a timely manner. Additionally, teachers call to request specific documentation as well. Students also receive PBIS incentives for returned surveys.

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

Through automated call, personal calls and home visits (as applicable), the Parent Coordinator monitors unreturned surveys.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent Notification Letters are mailed by the secretary and parent coordinator (included in the monthly mailings that go home to families).

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The pupil accounting secretary keeps cumulative files for all students (including ELLs). This information is stored in their files.

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 assistant principal works with the ESL teacher and testing coordinator to ensure that all sections of the NYSESLAT are administered annually.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Parent Notification Letters are mailed by the secretary and parent coordinator (included in the monthly mailings that go home to families).

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).

In reviewing the Parent Surveys, there is limited/no evidence that parents selected specific programs. I have not found sufficient evidence that parents have completed the Program Selection forms. The principal is working with the Parent Coordinator to ensure that parents receive the Program Selection forms going forward.

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.
In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. ELL students are Self-Contained in heterogeneous-ungraded ESL classes. The remainder of their program is based their academic requirements. The teachers work in collaborative grade and subject team to assess student needs and create academic programs for at-risk students. Our classes are departmentalized in order to best serve our students for both credit and regents exams requirements.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Explicit instruction is delivered by certified ESL teachers and certified ELA teachers with ESL extensions. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 540 minutes minimum (275 minutes of ESL and 275 minutes of ELA/ESL), 360 minutes minimum (275 minutes of ESL and 275 minutes of ELA/ESL) for Intermediate, and 180 minutes minimum (275 minutes of ELA) for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. Our students travel in blocks and have a heterogeneous mix.
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.
Content area instruction is delivered in English. We have established a LAP team which includes the principal, Network ELL Compliance Specialist, ESL and ELA teachers, Native Language Arts teacher, and school counselors. Newly enrolled LEP students receive an array of academic and support services. We offer regents and SAT prep classes, mandated tutorials in core content areas, Saturday Academy enrichment programs, and a myriad of extra-curricular clubs and sports activities. Our teachers employ the workshop model in our classes and students are grouped with different levels of English within the class. This is done to ensure that content becomes comprehensible and to enrich language development through the students' peers. Content area teachers employ a variety of ELL strategies including but not limited to graphic organizers, annotation, textbooks in multiple native languages, stratigic groupings, Rosetta Stone software is available and utilized in all classes, translation dictionaries are in all classes in all languages, and ESL teachers support the ELA curriculum working in conjunction with the ELA teacher on instruction. ESL teachers meet with all content area teachers during common planning time. Content areas of concern are reinforced in ESL classes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELL students receive evaluation in their native language when possible by a certified pedagogue. A large percentage of our incoming students are Spanish speaking. The certified Spanish teacher and other teachers with bilingual extensions evaluate the students in their native language for fluency and placement. The methods for evaluation include competency exams, interviews in native language and their ability to speak, write and read in their native languages is moitored by teachers in grade team levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students receive evaluation in their English acquisition by both ESL and ELA pedogogues. English language assessments are created by the school and are administrated at the beginning, middle and end of every school year. The English acquisition assessments mimic the NYSESLAT exam and incorporate some common core shifts in ELA. The assessment rubrics are created by both ESL and ELA teachers. In addition to daily teacher formative assessments and Scantron software is used frequently monitor English language acquisition. In addition, the school utilizes the NYESESLAT predictive exam that the Department of Educaiton provides. Finally, the school utilizes the NYSESLAT results as a summative assessment and school accountability.
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

ELL subgroups receive differentiated instruction though content areas where QTEL scaffolding strategies are implemented. ELL and SIFE students receive Native Language instruction. In addition to items in #3 above, ELL students are enrolled in online programs Rosetta Stone and SCANTRON for Literacy support. Students at different levels are provided with literacy and language support in both their native language (when possible) and English. Our plan for SIFE students is to closely monitor their attendance in coordination with the guidance counselor and the individual grade teams. The grade teams administer baseline exams in their respective departments and then create an academic plan based on the ability of the student. Our SIFE students are enrolled into our P.M. School and Saturday academy also. Our newcomers (less than 3 years) are teamed up with a student buddy whose English level is advanced in order to expedite the process of learning English. All newcomers are evaluated in grade teams to ascertain their strengths and weaknesses and to teach them accordingly. Our plan for Long-Term ELLs is to continue their process for English language development using P.M. and Saturday academy for both enrichment and regents requirements. We have after school writing programs and verbal SAT prep for student achievement. Lastly, all our AIS is open to the entire school, current and former ELLs. In addition, Former ELLs are provided extended time on examinations for up to 2 years.

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.

Teachers of ELL-SWDs receive ongoing professional development pertaining to their content area. QTEL (Quality Teaching for English Learners) is presented as a tool to assist instructors in meeting the needs of students with disabilities. Pedagogues are given access to Achieve 3000 and Scantron as a means to facilitate student language acquisition. Our instructional strategy includes workshop model, weekly grade and subject team meetings to assess student achievement and create alternative strategies for lower achieving students. These strategies include scaffolding for the writing process focusing on sentence and paragraph development as opposed to writing large essays they may not be capable of at that time. All teachers have grade appropriate textbooks and literature to assist instruction, computers and smartboards are available to every teacher, and all grade teams are conducting inquiry work in an attempt to increase student vocabulary skills.

ELL-SWDs students receive mandated services (i.e.: related service counseling by our bilingual social worker; speech from our bilingual speech teacher in our School Based Support Team; and bilingual instruction is supported by our bilingual paraprofessional). Currently we have only 3 students requiring these services.

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?

We have under 5 student with disabilities in our school. Teacher Teams address the needs and learning disabilities of our SWDs during common planning time. Student IEPs are shared via SESIS with our staff of SWDs. A special education teacher pushes into classes when required by a student's IEP. Furthermore, all our SWDs are in the least restricted environment. Almost all are classified as setts.

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?

During daily inter/intra departmental common-planning periods, teachers create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Common Core/NYS Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. The support teacher has a primary focus of increasing the reading, writing and document analysis skills necessary for students to pass regents exams and increase college readiness. Interventions for science includes a looping of the living environment teacher in which the 9th grade teacher moves to the 10th grade with the same students for continuity for regents exams. There are daily A.M., P.M. classes for both Science and Social Studies. In Science and Math, P.M. classes and Saturday classes are available in their native language.

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.

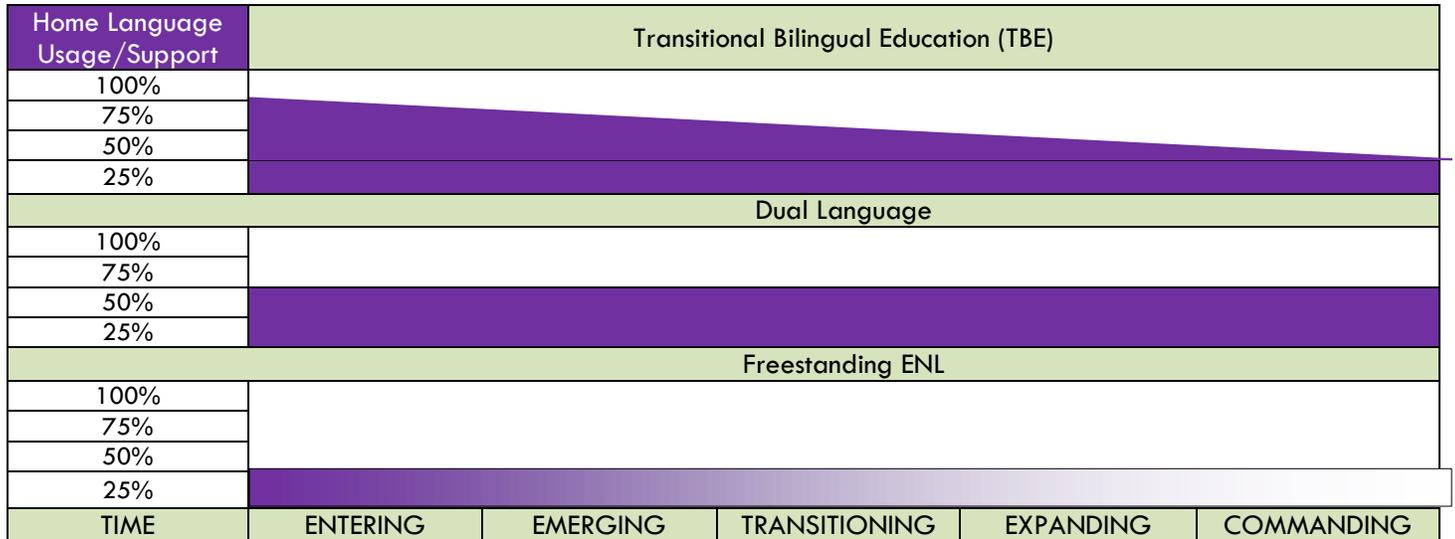


*Note “other approved services” does not apply to New York City at this time.

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. Students who have tested "proficient" on the NYSESLAT will be provided with 240 minutes of ELA with ESL infused support mechanisms in place to facilitate the transition into regular ELA classes. State law still entitles these students to ESL services for one additional year. Additionally, tutorials and Saturday Academy provide Regents preparation and further language acquisition. Regents Examination preparation takes place during the instructional day and during Saturday Academy. Students are paired with instructional staff to facilitate their understanding and development in any given area. Students requiring more than four years to complete high school are given instructional support on Saturdays as well as daily tutorial assistance. These students are invited to attend the Saturday Academy as a way to receive additional language and instructional support. Professional Development strategies including Quality Teaching for English Learners (QTEL) are utilized throughout the ESL courses to ensure student success. Additionally, each grade level has class advisors which assist with the transition from one grade to another. Our entire school consists of ELLs. Therefore, progress is reported on both NYS Accountability and NYC Progress Report Cards. Credit accumulation and Regents pass rates are equal or greater than similar schools on the NYC Progress Report. The English Language Regents is the most challenging exam for our students. The English language acquisition is measure by the NYSESLAT. The latest NYSELAT shows that 25% of our students gained at least one proficiency level and 7% tested Proficient.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Expand on the services already provided. Incorporate Rosetta Stone Language software in English for our ELL and SIFE students. Other programs we have incorporated is our school wide inquiry based project on improving academic vocabulary. We have a cooking class in which the students write recipes in English, and a fitness class in which students are required to keep nutritional journals to help increase literacy.
12. What new programs or improvements will be considered for the upcoming school year?
NONE
13. What programs/services for ELLs will be discontinued and why?
ELL students are not excluded from ANY programs or clubs at our school. Furthermore, in addition to items listed in #9, our ELL beginners receive an additional instructional period in their daily program. The funding source for come from the school budget and various grants. We have programs before and after school, as well as on Saturdays to help increase student achievement. The before and after school program, staffed by all teachers, is available to all students for 45 minutes in the morning and 2 hours every day, Monday through Friday. The Saturday Program is open to all students for support in the four major content areas: ELA, Math, Science, and Social Studies. The goals of our before and after school programs, as well as Saturday academy are to increase literacy, assist in the learning of English and to assist all students pass their state mandated regents exams to stay on course for graduation.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Interactive Smart Boards, Laptops Computers, dual-language dictionaries, Native Language content are textbooks, and literacy libraires. All teachers have textbooks, regents review materials and classroom libraries to help increase literacy. Teachers have access to discovery education to supplement lessons, as well as the wizard test maker which helps to assess regents readiness.
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.
Native language development is a paramount concern for students labeled as SIFE; when possible, these students are programmed for 240 minutes of weekly instruction in their native language in order to facilitate skill development. Much of this curriculum is aligned with the ESL and ELA classes in order to ensure comprehension, vocabulary acquisition, and foundational writing skills. Currently, there are seven Spanish native language instructors on faculty. Additionally, there is 1ESL instructor on faculty.. Native language instruction is critical in the overall development of students' second language skills. The needs of students in English only classes are addressed on a case-by-case basis. Students are encouraged to utilize first language skills to further their development and understanding in their second language. Our native language instruction is done primarily in our P.M. and A.M. schools
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Required services and support correspond to ELLs' ages and grade levels by assessing students needs in grade teams and placing the students into corresponding A.M and P.M classes based on ability. For example, we may have an eleveth grader writing an 8th or 9th grade level, which would prompt teachers to place the student in a lower level after school class in order to acquire the necessary skills.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
For new students to our school who were "list-noticed" to us, we have an orientation prior to the school year where materials are distributed, presentations from staff are made, and a Question-and-Answer forum is provided. However, more than half our new students come "over-the-counter" as newly arrived students to the country during the months of September and October. A preliminary conference is held with the student, the family, and a welcome team of staff. Additionally, we have a peer-to-peer

mentoring program for new students, where upper level and successful students mentor new students during their first year. Beginning the summer of 2016 we will make an effort to provide a "Bridge-to-High School" program to our new students.

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).

As of now, we only offering French ,but we are working to incorporate Spanish into our curriculum.

19. What language electives are offered to ELLs?

Not Applicable

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)?

All staff, including Assistant Principal, Social Worker, Guidance counselor, teachers, Special Education teachers, and paraprofessionals has a weekly 35 minute meeting every Monday morning for approximately 35 weeks. This is a per session event in which all staff members attend. Instructional strategy is a component of every weekly PD meetings. The minimal amount of time allocated to presenting ESL strategies at these meetings is 20 minutes resulting in a minimum of approximately 11.5 hours annually for all teachers. Teachers share instructional strategies at these meetings, with specific detail and attention paid to our ESL learners. We have outside people attend meetings from periodically in an attempt to provide new insights. One person from each department will attend an outside PD and turn-key train the members of the respective department. The school psychologist and speech teacher supports five campus schools and receive their required professional development from the Borough Center.

Teachers, particularly in 9th grade, are trained to assist ELLs as they transition from one school level to another by our in-house weekly PD meetings. Our ESL teachers provide specific strategies to the rest of the staff in order to create the smoothest transition possible for ELLs as they transition from one school level to the next.

During daily inter/intra departmental common-planning periods, teachers, guidance counselor and social worker, create unit/lesson plans that require students to be actively involved in learning, ask them to analyze, synthesize, and evaluate information, and develop products and performances for real audiences and purposes, authentic assessments. ESL instruction, using ESL strategies and methodologies, is aligned to the ELA Performance Standards and Regents tasks. Discrete skills and concepts are taught explicitly and rubrics that stem from the standards and performance indicators are used as tools for assessment for all written assignments and oral presentations. Rubrics are supported with examples and anchors that illustrate the various levels of performance for students. A Balanced Literacy approach is used across the core curricula. All ninth grade students are scheduled for ninety-minute blocks for mathematics and ELA classes. Lastly, for the past three years the inter/intra departmental team meeting have been discussing and updating curriculum to incorporate the Common Core shifts. The minimum of 7.5 hours of ELL training is easily met in our weekly PD meetings. Teachers share research based strategies on the most effective ELL instruction. Records of these meetings are kept by the Principal as he creates the weekly agenda.

Monthly Professional development offered by the Borough Support Center is attended by the guidance counselor, social worker, and teachers. Topics include ELL strategies and supports, ELL transition strategies and supports, ELL-SWD strategies and supports, and how to incorporate the Common Core into instruction. In addition, the Borough Support Center periodically will come to the school and provide targeted professional development for our ELLs , SWD, Guidance, and Common Core.

Records of all Professional Development are kept in a binder by the Principal in her office.

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.)
We have 1 ELL teacher. She is included in full staff professional development.
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 have 1 ELL teacher. She is included in full staff professional development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
n/a
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.

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Records of all Professional Development are kept in a binder by the Principal in her 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?

The ESL teacher calls and meets with ELLs and parents on an as-needed basis. This occurs at least every marking period.

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.

The ESL teacher keeps a record of meetings, telephone calls, letters, etc.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

There are 10 PTA meetings during which ELLs' parents are invited as well.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our CBO collaborates with the principal and the parent coordinator to create workshops/services tailored to the needs of ELL parents.

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

Parent Coordinator's surveys assess the needs of the parents.

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

Parents are involved in the process of placing students into ESL at the beginning of the school year or when new ELLs enter the system. Parents are invited to be a part of the School Leadership Team, Principal Round Table Meetings, Open School events, Parental Workshops, access Community Based Organization, as well as the Parent Association. Monthly meetings and additional workshops are held throughout the school year. The identification process for potential English Language Learners begins with this intake team. Members of the team have new students to New York City complete documents such as the Home Language Survey. Once parents notate a language other than English on the Home Language Survey, students are then earmarked for the LAB-R. According to the LAB-R results, students are placed into levels based of ESL in compliance with their needs according to the assessment. Needs of parents are assessed via the learning environment surveys, discussed during School Leadership Team meetings, and Parent Association meetings. Additionally, parents are invited to formal meetings where we discuss the success of our English language learners and possibilities for ensuring that the students are actually given the support that they need. These meetings take place each semester. We are in the process of creating literacy classes to involve the parents of our English Language Learners in an attempt to ensure that they feel welcome and can transition into English-Speaking settings. In-house survey administered by the staff is also utilized to address the the needs of parents.

The needs of our parents are evaluated through a series of surveys, parent-teacher conferences and monthly PTA meetings in which the parents always have the opportunity to air grievances and describe their needs and the needs of their children. The discussion is documented and presented to staff for possible ideas for meeting parental needs

Our parental involvement activities include surveys, parent-teacher conferences, monthly PTA meetings. Parents are invited to attend our weekly grade team meetings to discuss the progress of their child. parents are also provided with a Rosetta Stone account and we are currently working to create a English class at night for parents.

We have full translation available for our students and families. Letters to the homes are written in English and the other native languages at our school. Also, our interpretation needs for students and families are met with adult translators as well as student translators. All the forms, mailing, agenda, progress reports are available in the students' and parents' native language. When necessary we use the NYCDOE translation services for written and verbal communication. Our website and grade reporting software (Power Schools) is available to families in a variety of languages other than English.

D. Additional Information

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

n/a

School Name: Mott Haven Village Preparatory

School DBN: 07X473

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)
Melanie S Williams	Principal		11/2/15
Tameika Solomon	Assistant Principal		11/2/15
Anita Burgos	Parent Coordinator		11/2/15
Rosa Uceta	ENL/Bilingual Teacher		11/2/15
	Parent		1/1/01
Samantha Foti/English	Teacher/Subject Area		11/2/15
Juiliana Bailey/Special Ed	Teacher/Subject Area		11/2/15
	Coach		1/1/01
	Coach		1/1/01
Cynthia Leon	School Counselor		11/2/15
Elaine Lindsey	Superintendent		11/2/15
	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: 07X473 **School Name: Mott Haven Preparatory High School**
Superintendent: Elaine Lindsey

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.

We determined the primary language through the Home Language Surveys, student interviews and social worker phone calls. Although approximately 10% of our student population are still considered ELLs, our home language surveys indicate that most homes speak Spanish as a 1st language. As such, additional measures must be taken to communicate with parents. In addition to the HLS, we utilize Emergency Contact Sheets. ATS Reports listing home languages and preferred spoken languages. We have full translation available for our students and all letters to our families are written in English and the other native languages. Our staff discusses the language barriers that exist in our weekly professional development meetings.

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.

English, Spanish, Arabic, French, Hausa, Fulani

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.)

Freshman Orientation Flyer and documentation, which includes registration and all other relative information. School directory, Parent-Teacher Conference flyers, Family Night/Curriculum Night, monthly school calendar and special events, Senior student updates, PTA Meeting Agendas, minutes and current information. Montefiore Campus Medical Clinic provides translated literature to families.

Other documents containing critical information that are translated include, but are not limited to, the following:

Registration, application and selection

Standards and performance

Conduct and discipline

Safety and health

Special Education and Related Services

Entitlement to Public Education or placement in Special Education; English Language Learner or Non-Standard Academic Program

Transfers and discharges

Legal or discipline matters

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, Family Night , Parent-Teacher Association, School Leadership Team Meetings, Tuesday Family Engagement Time, College and Career Readiness Events, School Trips, Parent Workshops within school and campus, Automated School Messenger Phone Calls, student Progress Reports, school year calendar, Regents Exam schedules, daily attendance telephone calls, and one-to-one/family counseling.

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.

We have created a Parents Bill of Rights and responsibilities in Spanish and other languages are under construction. All of the forms that need to be signed are available in the students' and parents' native language. We use the NYCDOE Translation and Interpretation Unit services for all letters sent home to our ELL families. We also provide parents access to the TIU Website: <http://schools.nyc.gov/Offices/Translation/default.htm>

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 use the Translation and Interpretation Unit (TIU) services for interpretation when we cannot provide an in-school translator. We also have in-house staff available for most translations, as well as parent volunteers and students who have developed a certain level of mastery of English. We also provide parents access to the TIU Website: <http://schools.nyc.gov/Offices/Translation/default.htm>

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.)

Our Social Worker provides a workshop to the entire staff at the beginning of each year. Her presentation covers items listed below in addition to providing resources.

The training module includes information on:

The School's role in facilitating the provision of Language Access services;
Obtaining translated signs for posting and Language Identification Cards for identifying parent's primary language;
Resources and support available from the T & I unit;
Accessing school translation funds and options for using these funds;

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

A copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services is disseminated to each family enrolled in our school via back-packing mail,

and parent meetings. A copy of this bill is posted in the Parent Association's Office as well as all administrative and Guidance Offices. Of the parents who do not respond to our requests, phone calls are made by the social worker and guidance counselor for follow up until contact is made between the school and the parents.

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)

The NYC Learning Environment Survey is used as our primary gathering feedback tool. Survey made available to all parents; parents assess their child's school, teachers, administrators, support staff and including whether or not the school is communicating with the parent in their native language.