

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X521

School Name:

THE METROPOLITAN SOUNDVIEW HIGH SCHOOL

Principal:

MICHAEL LANAGHAN

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Metropolitan Soundview High School School Number (DBN): 12X521
Grades Served: 9-12
School Address: 1300 Boynton Ave, Bronx, NY 10472
Phone Number: 718-860-8240 Fax: 718-860-8232
School Contact Person: Lydia Villanueva Email Address: lvillanueva@schools.nyc.gov
Principal: Emarilix Lopez
UFT Chapter Leader: Siobhan Flanagan
Parents' Association President: Dorixia Gonzalez
SLT Chairperson: Emarilix Lopez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Norcaris Ulloa
Student Representative(s): Yaksi Espinobarros
Vigelkis Jimenez

District Information

District: 12 Superintendent: Elaine Lindsey
Superintendent's Office Address: One Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: elindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 / (718) 741-8895 Fax: (718) 828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|---|-------------------------|
| Emarilix Lopez | *Principal or Designee | |
| Siobhan Flanagan | *UFT Chapter Leader or Designee | |
| Dorixia Gonzalez | *PA/PTA President or Designated Co-President | |
| Edwin Frias | DC 37 Representative (staff), if applicable | |
| Norcaris Ulloa | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Yaksi Espinobarros | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Vigelkis Jimenez | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Vanessa Holden | Member/ UFT | |
| Diana Jacobsen | Member/UFT | |
| Cynthia Cooper | Member/Parent | |
| | Member/ Parent | |
| | Member/ Parent | |
| | Member/ | |

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Metropolitan Soundview High School (MSHS) students build the character, skills and disposition to reach their highest potential in school, within their community and throughout their lives. To accomplish this MSHS offers students a calm and close knit environment, intensive instruction in English and math and individualized attention from teachers. We are modeled after The Metropolitan High School and embrace the "Metropolitan" mission of serving students from under served neighborhoods by exposing them to a college preparatory curriculum. Metropolitan Soundview opened in 2011 with 96 freshmen and now has all four grade levels 9 – 12 and 426 students. Current Principal IA and founding AP Emarilix Lopez taught English as a Second Language and History for four years at the flagship Metropolitan High School before leaving to open Metropolitan Soundview.

The Metropolitan Soundview High School has experienced success with the Framework for Great Schools in the areas of rigorous Instruction, Supportive Environment, Collaborative Teachers and Trust. The 2015-2016 academic year marks the start of our fifth year and we are proud to have graduated seventy-six percent (76%) of our seniors in June 2015. We have established a positive school culture. The tone is calm and orderly. Students are at ease speaking with their teachers, guidance and administration. All students are required to wear the school uniform of light blue polo shirts and black or blue pants (other than jeans). Metropolitan Soundview is housed inside the James Monroe High School Campus Building. There is a health clinic on site as well as a LYFE Center that provides day care for children of students. During our after school program students can participate in campus-wide PSAL sports teams and a campus-wide leadership program that emphasizes community service. Extended Learning Time is offered after school and students can participate in school-based clubs including art, dance, flag football, and fitness. As part of our college prep vision/mission, all students in the the 9th grade participate in the Peer Group Connection program and 11th - 12th grade undertake a college advisory class that focuses on SAT preparation, college search and application process.

The school admits a range of students. Thirty-six percent (36%) of our school population is comprised of English Language Learners and Students with Disabilities. Students entering The Metropolitan Soundview High School in grade 9 average a level of 2.12 in their 8th grade ELA and mathematics state assessment. Our current instructional program has been developed to meet the needs of our diverse learning population, raise literacy and numeracy levels as well provide students with individualized instruction in a collaboratively taught environment. Keeping in line with the Framework for Great Schools, Metropolitan Soundview students take nine periods of classes Monday through Thursday, which is approximately 45 minutes longer than the standard 8-period school day, with shortened days on Fridays. To address the broad range of skills, students receive support from teachers through, smaller math and English classes for the lowest performing students, collaboratively taught classes and a strong emphasis on character development through our Peer Group Connection program (PGC). Students in the 9th grade receive an ELA diagnostic. Students scoring at levels 1-2 participate in our tiered Academic Intervention program utilizing Achieve 3000, Just Words and Wilson Reading. On or above grade level students in grade 9 are placed in honors English and Math. English and math classes for stronger skilled students run larger, ranging from 25 to 34, and tackle a traditional high school-level curriculum. Among stronger 9th graders, most take Algebra; however 5% participate in Geometry, having passed the Algebra Regents in 8th grade. History and Science classes are not broken down according to skill level. We provide Integrated Collaborative Teaching (ICT) classes for IEP students and English language learners. The school day is dedicated to academic classes with very few elective classes. Students take a technology class in the 9th grade and begin foreign language instruction in Italian in 10th grade. At the junior and senior levels we offer our students Advanced Placement courses in mathematics and ELA. Students also participate in the College Now program at Lehman College. All 11th and 12th grade students participate in our college preparatory program. A core group of 11th and 12th graders will participate in a STEM elective and

multimedia course. In addition to state mandated graduation requirements all MSHS students must complete 20 hours of community service each year.

Although we have worked on all aspects of the Framework for Great Schools, we have made the most progress increasing student achievement by focusing on the elements of supportive environment and collaborative teachers. These efforts have resulted in a 76% graduation rate in June 2015. Additionally, core content departments have maintained an average pass rate of 75% or higher. This year we will focus on raising student achievement through emphasizing rigorous instruction and building strong family-community ties.

12X521 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-------------|---|-----|---|-----|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 418 | SIG Recipient | YES |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | 37 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 3 | # Music | N/A | # Drama | N/A |
| # Foreign Language | 8 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 107.4% | % Attendance Rate | | 80.6% | |
| % Free Lunch | 88.6% | % Reduced Lunch | | 5.7% | |
| % Limited English Proficient | 14.2% | % Students with Disabilities | | 20.9% | |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 1.6% | % Black or African American | | 29.7% | |
| % Hispanic or Latino | 64.2% | % Asian or Native Hawaiian/Pacific Islander | | 1.9% | |
| % White | 1.6% | % Multi-Racial | | 0.3% | |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 3.34 | # of Assistant Principals (2014-15) | | 1 | |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 3 | |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 10.6% | |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.8% | Average Teacher Absences (2013-14) | | 6.12 | |
| 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 | 94.7% | Mathematics Performance at levels 3 & 4 | | 85.3% | |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | 80.2% | % of 2nd year students who earned 10+ credits | | 80.0% | |
| % of 3rd year students who earned 10+ credits | 77.0% | 4 Year Graduation Rate | | N/A | |
| 6 Year Graduation Rate | N/A | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | X | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A | |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES | |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | YES | Limited English Proficient | | N/A | |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES | |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | YES | Limited English Proficient | | N/A | |
| Economically Disadvantaged | 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 | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A | |
| White | N/A | Multi-Racial | | N/A | |
| Students with Disabilities | N/A | Limited English Proficient | | N/A | |
| Economically Disadvantaged | N/A | | | | |

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

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

Part 1 – Needs Assessment

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

Since the opening of the school four years ago, MSHS has been steadfast in building capacity with its young staff, focusing tactically on development of instruction, infrastructure, and routines to provide necessary supports to close the achievement gap for the school’s high-needs student body. Incorporating the principles of Universal Design for Learning (UDL), teachers deliberately developed curriculum and scaffolds for learning to ensure that all students have the support they need to access grade level tasks. Across departments, teachers develop common tools for students such as graphic organizers, annotation skills to introduce new topics, lists of signal words for argumentative and persuasive writing, sentence starters, paragraph outlines, and use visuals, videos, and boldface key words in hand-outs to promote students’ learning. Students, including English language learners and students with disabilities, across classrooms, participate in academic tasks that require them to apply and extend their learning. As a result of these practices, 80% of ninth and tenth grade English students with disabilities are on track in terms of credit accumulation. Additionally, for 2013-2014, the school achieved a 71% pass rate in Regents’ Algebra, with 22% of students scoring at the college ready threshold, for ninety-nine 9th and 10th grade participants and a 70% pass rate in Comprehensive English, with 39% of students scoring at the college ready threshold.

The 2013 –2014 Quality Review confirmed that MSHS has established strong, positive systems and school culture and that teachers are adept at supporting instruction through scaffolds resulting in positive student achievement. It also revealed the school had not intentionally defined parameters for the integration of literacy skills into daily instruction across disciplines. Lessons tended to be teacher dominated with discourse primarily focused between teacher and individual students. The lack of consistent opportunities for students to engage with each other and publicly defend their thinking limited full ownership, creating lower levels of energy in classrooms.

This past year, in response to the School Quality Review (SQR) findings, the faculty of MSHS focused on creating student-centered learning environments by utilizing cooperative and collaborative learning practices, embedding common literacy skills across the content area, and creating instructional coherence by aligning school instructional practices. Academic department teams met daily to revise curricula, engage in protocols of lesson study and looking at student work. This has resulted in an increase in Advance MOTP data showing a shift from Developing to Effective in 1e: designing coherent instruction, an increase of 18%, 3b: questioning and discussion with an increase of 21% and 3c: student engagement with an increase of 37%. The rise in teacher effectiveness has positively impacted student achievement. Our June 2015 Regent data revealed a 50% pass rate in Integrated Algebra and Common Core Algebra, a 73% pass rate in Common Core ELA and 63% in the Comprehensive ELA.

Although there has been significant progress made in these areas, our Principal Performance Observation (PPO) feedback from the 2014-15 school year identified a need to focus greater attention on the area of rigorous instruction through task design in the upcoming school year. Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008) . Rigorous instruction helps students develop the capacity to understand content that is complex, ambiguous and/or emotionally challenging. Areas of priority to ensure rigorous instruction center on our need to know our students and use data to drive instruction. In the 2015-2016 school year we will norm our understanding of what rigor through a development of guiding principles on teacher/student roles and

responsibilities in a rigorous classroom. Identifying elements of a rigorous lesson, text complexity and work in Professional Learning Communities (PLC) to provide feedback on lesson/task design. To support our teachers in this process, our school will utilize the Danielson Framework for Teaching, the Hess Cognitive Rigor Matrix and Webb's Depth of Knowledge chart. Teachers will receive professional development in how to utilize the Rigor Matrix and Depth of Knowledge chart to design coherent lessons as well to provide feedback through in their PLC.

In-depth analysis of student work is also still a growing skill; therefore another area for focus is establishing the structure of Professional Learning Communities to analyze student tasks and data. Staff will receive professional development from the National School Reform Faculty (NSRF) on establishing PLC and effective use of protocols to examine student work, assessment data and lesson studies to inform instruction, increase student achievement and revise curricula. Through the PLC structure instructional staff will gain a deeper understanding of their learners and design learning experiences to promote critical thinking skills at multiple points of entry.

Part 2 – Annual Goal

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

The Metropolitan Soundview High School will improve student outcomes during the 2015-2016 school year through student centered learning as a result of rigorous instruction. The school will engage in rigorous instruction through:

1. A normed understanding of academic rigor and how students learn.
2. Incorporating elements of rigor in a focused approach to task design.
3. Analysis and use of student work/assessment data to drive instruction.
4. Developing collaborative practices through cooperative and collaborative learning.
5. By June 2016 student outcomes in the NYS Algebra and Comprehensive English Regent will increase by 5%.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>The following research-based programs will be implemented to bolster and support instruction: Empower 3000, Wilson Just Words, Wilson Reading Program, Grad Point, Carnegie Learning Common Core Algebra Curriculum and Know Re Math.</p> <p>The school provides one on one teacher support and professional development through Generation Ready and Teaching Matters instructional coaches and district-based instructional liaisons.</p> <p>We will establish a new partnership with the National School Reform Faculty (NSRF). Through this partnership we will train our staff in the use of protocols and establishing Critical Friends Groups (CFG). CFG's are about colleagues working together to improve their work and that of their students by continually striving for excellence through shared goals, norms, and values. The monthly PD cycle will utilize CFGs to provide teachers with additional time to design coherent instruction and work within small groups to reflect on practice through the use of protocols to look at student work and engage in lesson studies. We are going to implement CFGs because through the development of a culture of collaboration our school will be able to expand on last year's professional learning. This protocol will build teachers' capacity to reflect on their own learning and student growth. Professional development cycles will run in 5-week intervals culminating in a feedback session on the 5th week. Professional development workshops will be determined by the school's PD committee. Workshops will be led by MSHS' Master Teacher.</p> | <p>Students in grades 9-12, lowest third</p> <p>ELA, Math and Science Teachers</p> <p>Teachers, Students in grades 9-12</p> | <p>Sept. 2015 – June 2016</p> <p>October 2015 – January 2016</p> | <p>Principal, Assistant Principal, Teachers, Department Team Leaders</p> <p>Principal, Assistant Principal and Generation Ready consultants</p> <p>Professional Development Committee, Master Teacher, Department Team Leaders, Principal, Assistant Principal and Teachers</p> |
| <p>In the 9th grade, students receive targeted Academic Intervention Services (AIS) through the Empower 3000 and Wilson Just Words and Reading programs. These interventions are designed to increase students reading</p> | <p>Students in grade 9</p> | <p>Sept. 2015 – June 2016</p> | <p>Assistant Principal, AIS Teachers</p> |

| | | | |
|--|---|-------------------------------|---|
| <p>comprehension and fluency. The classes are tiered by need using Response to Intervention (RTI) best practices.</p> <p>Overage and under credited students work on credit accumulation throughout the school day. Their instructional program includes on-line courses through Grad Point. This affords them the opportunity to recover credits and advance towards graduation.</p> <p>The school will establish a Professional Learning Communities (PLC) using Critical Friends Group (CFG) protocols. This will allow teachers to work in small groups to engage in lesson studies, analysis of student work/data. Through this practice teachers will gain in-depth knowledge of their learners and provide appropriate scaffolds and differentiation to their students.</p> | <p>Students in grades 10 - 12</p> <p>Teachers</p> | | <p>Principal, Assistant Principal, Assigned Teacher(s)</p> <p>Professional Development Committee, Principal, Assistant Principal, NSRF Trained/Certified Teachers</p> |
| <p>Through the implementation of a strong School Leadership Team and Parent-Teacher Association the school community will create space for parent voice. The school will invite parents to participate in workshops and family night events at the school designed to inform parents of academic expectations and how to support their growth.</p> | <p>Parents</p> | <p>Sept. 2015 – June 2016</p> | <p>Principal, School Leadership Team, PTA Board</p> |
| <p>Through raising expectations, working towards rigorous instruction, systematic use of data and continued integration of student peer leaders into classrooms to work one to one with students we will create a community of interdependence and collaboration thus fostering an environment where students are comfortable taking risks in an academically challenging environment.</p> | <p>Teachers, Students in grades 9 - 12</p> | <p>Sept. 2015 – June 2016</p> | <p>Principal, Assistant Principal, Departmental Team Leaders, Teachers</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. | | | | | | | | | | | |
| Human capital, purchasing of research-based instructional curricula, flexible student scheduling, common planning time, embedded departmental meeting time, additional teaching periods for identified teachers and monetary funding for compensation. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | X | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | X | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| MHS will conduct a midyear reassessment in February 2016. January Regent scores and ELA interim assessment will be used as indicators of progress toward meeting the specified goal of a 5% increase in pass rates. A 1.5 - 2% increase will serve as an indicator of success. This will also allow adequate time for revision of the action plan if necessary. |

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

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

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

Part 1 – Needs Assessment

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

The Metropolitan Soundview High School seeks to promote and nurture a safe, supportive learning environment that fosters student achievement. In our first four years we have worked to create a culture that is built upon our staff’s service to students, fosters mutual respect, and helps to build a positive work ethic. In our school’s 2014-2015 Learning Environment survey, our school achieved an 88% in the category of supportive environment and a 89% in the category of trust.

Evidence of our school’s strengths in the Framework of Great Schools - Supportive Environment can be found in our Quality Review and student achievement data. One of our central tasks as a school is to provide avenues for student voice and choice. This is exemplified in our school’s LOCK philosophy: Literacy, Opinion, Choice, and Knowledge. We seek to make students feel safe and integrated into the school culture. Our staff demonstrates a dedicated effort in developing the social-emotional learning that can help students make progress toward established academic benchmarks. Students express trust in their teachers, administrators, and guidance counselors and seek out their assistance when needed. We seek to build a school environment where collaboration, discussion, and empathy inform staff and student decision-making. Partnership with Peer Group Connection was implemented in September 2014 to facilitate the middle school to high school transition. In this program upperclassmen serve as peer leaders, providing valuable support and mentorship to freshmen . As a result, there has been a 50% reduction in the number of specific behavioral infractions among students from the 2013-2014 school year to 2014-2015 school year.

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

As evidenced in our school’s 2014-2015 School Survey Report, 85% of students at Metropolitan Soundview High School feel that our school offers enough variety of programs, classes, and activities to keep them interested in school. This ranks above both the Bronx and city average. In addition, 90% of parents are satisfied with the education that their child has received. Both of these statistics are well above the city average and show that we have placed an emphasis on building a positive and welcoming school environment for all stakeholders.

There are some areas related to our culture and environment where our school seeks to improve. One of the key elements of school culture is student engagement with the school community and curriculum. A decline in student attendance is an indicator of disengagement with the school community. While home factors often affect attendance, a lack of engagement and motivation at school can also lead to chronic absenteeism. During the 2014-2015 school year our school had an overall student attendance rate of 79% according to ATS RSAL Report, a 1% decline from the 2013-2014 school year. According to the School Quality Report our current attendance rate of 79% is “Approaching Target” while the goal attendance rate of 85% would meet the DOE target metric.

Part 2 – Annual Goal

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

By June 2016 there will be a 5% increase in student attendance, up from 79% in the 2014-2015 school year.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Use data from the monthly reports on attendance percentages to identify students who are LTA, or chronically truant. To target these students the attendance team/school will make phone calls, set up parent meetings, and make home visits. We will reward students with demonstrated improvement in attendance.</p> | <p>Long term absentees and chronically truant students</p> | <p>September 2015 – June 2016</p> | <p>The attendance committee, Principal, Community Associate, and attendance teacher.</p> |
| <p>Attendance team bi-monthly meetings. Our Community Associate will lead the attendance team and make personal phone calls to all absent students. Phone messenger will be utilized to make daily notifications of student absence .</p> | <p>All students who are absent</p> | <p>September 2015 – June 2016</p> | <p>Attendance Committee, Community Associate</p> |
| <p>PBIS incentive system to reward students for their good attendance. We will do this through perfect attendance dress down passes, LOCK dollar rewards for student who are on time, and publicly recognizing perfect attendance at our monthly Town Hall meetings.</p> <p>We will work individually with chronically absent students and implement a dropout prevention based system to monitor their attendance and reward improved attendance.</p> | <p>Entire student body Chronically absent students</p> | <p>September 2015 – June 2016</p> | <p>Assistant Principal, Dean, and support staff Grade Teams, Principal and Attendance Team</p> |
| <p>Teachers will follow up with students who are having attendance problems, making phone calls home and having personal conferences with the students. We will use our weekly staff meetings and grade level meetings to</p> | <p>Entire student body</p> | <p>September 2015 – June 2016</p> | <p>Administration, grade level leaders, full staff</p> |

communicate this need to teachers and to follow up on progress.

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.

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

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

| X | Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
|---|----------|--------------------------------|------------|------------------|-------------------|----------------------|
| | C4E | 21 st Century Grant | SIG/SIF | PTA Funded | In Kind | Other |

Part 5 – Progress Monitoring

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

At the end of the fall semester (January 2016) administration will analyze attendance data along with the Attendance Committee to assess progress toward our goal of 85% school-wide attendance. A benchmark goal of 82% will be used in January 2016 as evidence of progress toward meeting our target goal by June 2016.

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

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

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

Part 1 – Needs Assessment

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

During the 2014-2015 school year a strong emphasis was placed on establishing instructional coherence through the integration of common practices in the following areas: literacy strategies, pedagogical protocols that promote cooperative and collaborative learning, rubrics and protocols to guide reflective conversations on student work and lesson planning. During observations, we identified evidence of the instructional shifts to ensure alignment between standards, expectations and practice. We then used that information to help shape our staff PD. This year all instructional staff received professional development in the following cooperative learning strategies: Ink-Pair-Share, Jigsaw, Close Reading, Annotating Text, It Says-I Say-And So interpreting text strategy and Socratic Seminar. Professional development cycles included inter-visitation and reflection. In department teams, teachers engaged in lesson study and gap analysis protocol to assess instructional effectiveness, academic impact, reflect on practice and revise curricula. This practice has resulted in maintaining 80% of 9th and 10th grade students on track towards graduation, 70.5% pass rate with 39% college ready score in ELA and Mathematics Regents. We have also experienced a shift in teacher practice from direct instruction to a student-centered learning approach. Teachers moved from developing to effective on the Advance MOTP rating system.

Feedback from 2014-2015 PPO visits revealed our school should focus on instructional coherence. The 2013-2014 Quality Review revealed the need to integrate the schools’ belief of how students learn best along with instructional practice. Specifically, The 2013-2014 Quality Review revealed:

1. Students are not held accountable to practicing essential literacy strategies, impairing their ability to fully comprehend complex text on their own.
2. Missed learning opportunities for students to demonstrate their thinking at higher levels that promote personal investment in learning, rigorous verbal debate, and student questioning.
3. Unclear teacher normed understanding as to what specifically demonstrates student strength and/or need in terms of academic skills proficiency.

Next year we will continue to look at instructional coherence by deepening teacher’s understanding and use of the instructional shifts in their classrooms through the lens of rigorous instruction. We will emphasize use of the cooperative learning strategies developed during last year’s professional development cycles and further teacher’s application of these strategies by emphasizing lesson development, data driven instruction, text complexity and multiple entry points through our partnerships with Generation Ready and our use of the CFG structure.

Teachers will receive professional development on these strategies from both Generation Ready coaches and school based staff; they will then work in Critical Friends Groups on lesson development and engage in consultancy protocol during weekly Professional Learning time. The protocols used will center on looking at student work, so teachers can help each other reflect on the effectiveness of their instructional practice and student achievement through peer feedback. This work will be supported through cycles of inter-visitation.

Departments will engage in long-term goals and SMART goals. SMART goals are intended to support year-long (long term goals) and will be aligned to the school instructional focus of student-centered learning. The overall responsibility of Departments will be to use data to align curricula to instructional shifts, NYS and Common Core standards. Staff will receive professional development on data assessment, item analysis, using data to differentiate, text complexity and protocols to reflect on practice/look at student work/gap analysis from our PD partners as well as Administration and Teacher-leaders. Department Team Leaders will meet with the Principal informally on a weekly basis and formally on a monthly basis. Departments will submit a monthly log detailing smart goal(s), strategies/initiatives and outcomes.

Part 2 – Annual Goal

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

By June 2016, we expect a 25% improvement rate in Danielson Domain 1e - Designing Coherent Instruction.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|---|--|---|--|
| In August 2015 a core group of teachers will receive training from the National School Reform Faculty (NSRF) in facilitating Professional Learning Communities (PLCs). Monthly cycles of Professional Development for the 2015-2016 school year planned and created by the PD Committee will center on lesson planning/task design, and data analysis. Faculty will receive whole group PD and also work in PLCs throughout the professional development cycle. | All teachers | August 2015 – June 2016 | PD Committee, Assistant Principal, PLC facilitators |
| Weekly lesson studies and data itemization/analysis during department team and PLC meetings. Feedback will be used improve lesson planning, scaffolds and differentiation for high needs student subgroups as well revise curricula. | All teachers | September 2015 – June 2016 | Department Leaders, Department Teams, PLCs, Principal, Assistant Principal |
| Weekly grade team meetings dedicated to inquiry work via Kid Talk. Grade teams will identify three students, conduct gap analysis, and identify interventions with appropriate follow up to measure progress. Feedback will be used improve lesson | All teachers | September 2015 – June 2016 | Grade Team Leaders, Grade Teams, Principal, Assistant Principal |

| | | | |
|--|--------------|---------------------------|---|
| planning, scaffolds and differentiation for high needs student subgroups. Grade teams will involve parents of identified students in this process. Parents will receive progress reports and be invited to grade team meetings. | | | |
| Administration will collect and review performance tasks and provide feedback using the Hess Cognitive Rigor Matrix and Danielson Framework for Teaching and Learning Component 1e. | All Teachers | January 2016 and May 2016 | Principal, Assistant Principal and Master Teacher |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|--|--------------------------------|---|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Human capital, Professional Development time and money, Common Planning Time, Embedded Departmental Meeting Time, Per Diem money to cover teacher schedules. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | X | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| In February 2016 Advance data in domain 1e will be reviewed and compared with results in October 2015. An increase of 12% in observation ratings will be an indicator of success in meeting our goal of 25% growth. |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

Since the opening of the school four years ago, the principal has been steadfast in building capacity within his young staff, focusing tactically on development of instruction, infrastructure, and routines to provide supports necessary to close the achievement gap for the school’s high-needs student body. The key needs in relation to Effective School Leadership are to develop and deliver the instructional and social-emotional support that drives student achievement. The goal is based on developing more teacher leaders to lead the department teams, grade level teams and socio-emotional support teams so that students feel supported and receive instruction that improves their academic achievement.

This year the goal is to ensure that teachers are consistent and coherent in their use of instructional practices. In effort to support this goal, Generation Ready was selected to work with teachers to develop their pedagogy, lesson planning, and curriculum development, resulting in departmental curricula that are aligned to content standards and Common Core Learning Standards (CCLS). This practice has resulted in maintaining 80% of 9th and 10th grade students on track towards graduation, 70.5% pass rate with 39% college ready score in ELA and Mathematics Regents and an increase of students in the 11th-12th grade meeting promotional criteria. The 2013-2014 School Quality Snapshot identifies 80% of 9th and 10th grade students as earning credits and being on track for graduation. We have also made positive strides with our lowest third; 63% of 9th and 10th graders are identified as earning credits towards graduation.

In the 2015-2016 school year we will further develop teacher teams through establishing Critical Friends Groups. The combination of critical friends groups and increased training in use of data will further teacher’s implementation of data driven instruction and lead to increased student achievement.

Peer Group Connection was employed to aid students in their transition from 8th grade to 9th grade. Ramapo for children was contracted to support teachers’ understanding of youth development and effective management, and discipline through restorative practices which has resulted in well-managed classrooms even though 64% of teachers have less than four years’ experience and overall 73% of teachers have less than five years’ experience. As a result of these strategic actions, students express that they are engaged in meaningful learning which has brought them academic success. To further develop teacher teams. Integration of PBIS, PGC and restorative discipline practices have resulted in decreased student suspensions and increased student participation in school clubs and community service activities. Specifically, we have seen a smoother transition with our freshmen this year as compared to previous years. We have seen a reduction in the number of certain behavioral infractions among freshmen - including incidents of insubordination, uniform violations, and student removals. By the end of April during the 2013-2014 school year there had been 117 reported behavioral infractions. At this point in the 2014-2015 school year there have been only 47-reported behavior infractions, a 50% drop .

In 2015-2016 we will continue with the current PBIS and PGC program in place. A team will be established to expand our current incentive system. We will use PBIS to improve on our 76% attendance rate. Teachers will participate in grade level team meetings to target three students per month. Using inquiry-based practices they will identify

interventions, implement and monitor progress. Grade teams will involve parents in this process via conferences and periodic progress reports on Skedula/Pupil Path (our online grading system).

Part 2 – Annual Goal

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

By June 2016, our graduation percentage will go up to 80% from 76% (2014-2015).

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Academic department teams will meet weekly to work on improving instruction through the use of protocols such as lesson study, evaluating student work and using assessments (data analysis) to guide and revise curricula and lesson plans.</p> | <p>Core subject department teachers</p> | <p>September 2015 – June 2016</p> | <p>Teacher Leaders</p> |
| <p>Grade teams will identify three students, conduct gap analysis, and identify interventions with appropriate follow up to measure progress.</p> <p>Grade teams will involve parents of identified students in this process. Parents will receive progress reports and be invited to grade team meetings.</p> | <p>Grade level teachers</p> | <p>September 2015 – June 2016</p> | <p>Teacher Leaders</p> |
| <p>Academic Leaders and Grade Level Leaders will meet weekly to discuss the work of their teams and revise or create plans for the future.</p> <p>Academic Leaders and Grade Level Leaders will submit monthly logs of goals and outcomes.</p> | <p>Teacher Leaders</p> | <p>September 2015 – June 2016</p> | <p>Administrators</p> |

| | | | |
|--|--|----------------------------------|-----------|
| School Leadership Team will meet once a month to discuss school growth, reflect on progress and plan towards the future. | Students, Parents, Teachers, Staff | September 2014 – June 2015 | Principal |
|--|--|----------------------------------|-----------|

Part 4 – 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. | | | | | | | | | | | |
| Human capital, Professional Development time and money, Common Planning Time, Embedded Departmental Meeting Time, Per Diem money to cover teacher schedules. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Following the January 2016 Regent examination period we will review scores for the 2012 cohort. A goal of 75 students passing all 5 regents will be used as an indicator of progress toward meeting the June 2016 goal of 80% |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

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

Part 1 – Needs Assessment

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

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

Despite this success, the school continues to be challenged with chronic absenteeism. The ATS RCUA report identifies 56% of students displaying patterns of chronic absenteeism, a decreasing attendance rate (76%), and minimal family engagement. This year MSHS experienced an increase of chronically absent and LTA students. Some of the underlying factors contributing to the increase in LTA students have been: 1. The number of over the counter (OTC) enrolled students with LTA or chronically absent attendance histories. 2. Increased absences during inclement weather. 3. Personal familial issues. Twenty-five students, comprising eight percent (8%) of MSHS’ student population for the 2014-2015 school year are LTA students. Fifty-nine students, approximately fourteen percent (14%) reside in temporary housing. Sixteen students or four percent (4%) in temporary housing reside in homes with additional families. Eleven students were enrolled in our school after the school year began. Some of these students displayed poor patterns of attendance in years prior. The attendance team consisting of the Assistant Principal, Guidance Counselor, and Pupil Accounting Secretary, meets to discuss attendance patterns and trends.

In the 2015-2016 academic year, MSHS will restructure how the attendance team reviews and uses data in effort to improve attendance for chronically absent students and LTA students. Initiatives will include:

1. Identifying students at risk of being chronically absent and moving forward with an action plan so that the student attends school. This may incorporate, home communication (phone call, meeting, visit). Conferencing with individual students and engaging in goal setting.
2. Conducting home visits for LTA students and providing supports needed (counseling, goal setting) to re-integrate into our school and/or affording educational alternatives.
3. Celebrating students with outstanding attendance and honoring individual students demonstrated improved attendance through incentives.

Through the use of data, the school will move towards looking more closely at chronically absent students and devising school-wide, group and individual strategies to address individual needs with a proactive approach towards moving student attendance to 85%. The school recognizes that the current team needs to meet regularly and have access to a menu of universal and targeted strategies, including a system for success mentoring. The attendance team will meet weekly.

For the 2015-16 year the school is continuing its collaboration with “Peer Group Connection” to develop a cadre of 12th grade peer leaders who will work with 9th graders through the freshman advisory. However, in order to reach its potential, the school recognizes the need to start outreach to all students and families as they begin at the school, and tier student/family support and intervention on an on-going basis. PGC initiatives have resulted in decreased student suspensions and increased student participation in school clubs and community service activities . We have seen a reduction in the number of certain behavioral infractions among freshmen - including incidents of insubordination, uniform violations, and student removals. By the end of April during the 2013-2014 school year there had been 117 reported behavioral infractions. At this point in the 2014-2015 school year there have been only 47- reported behavior infractions, a 50% drop .

We will continue to promote and build parental involvement by maintaining workshop offerings, family and college awareness nights. Parent leaders, SLT members and school leaders identified the need to provide MSHS families workshops on adolescent issues, high school and college requirements, access & use of on-line grading system. The school acknowledges the need to connect with families early, so that a partnership exists to allow for outreach, referrals and crisis intervention if needed. We will work to expand parent participation in the PTA through increased outreach initiatives. Our parent coordinator will include additional telephone reminders of upcoming PTA meetings. On days of workshops/events we will actively promote and recruit parent members by utilizing a listserv, automated calls, and family dinners for example. Teachers will also continue to communicate daily with families about student’s academics and behavior through the online grading system Pupil Path/Skedula.

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in parent participation in all school-parent partnership areas.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>The following research-based programs will be implemented to bolster and support instruction: Empower 3000, Wilson Just Words, Wilson Reading Program, Grad Point and Peer Group Connection. During parent engagement events families will be made aware of the programs. Parents will receive progress reports in-between marking periods.</p> <p>The school provides one-to-one teacher support and professional development through Generation Ready instructional coaches and network instructional liaisons.</p> <p>The school will establish a cohesive attendance team that will work to inform the school community of trends and identify/discuss/develop initiatives to improve attendance.</p> | <p>Students in grades 9-12</p> <p>Teachers</p> <p>Chronically absent students in grades 9-12</p> | <p>September 2015 – June 2016</p> | <p>Assistant Principals, AIS Teachers, Guidance Counselors, Teachers</p> <p>Pupil Accounting Secretary, Attendance Teacher, Principal, Assistant Principal, Guidance Counselor, Social Worker Interns</p> |
| <p>Through the hiring of additional pedagogical staff the school is able to provide 15 to 1 instruction in a general education setting for English language learners and students with disabilities. In the 9th grade students receive targeted AIS services through the Empower 3000 and Wilson Just Words and reading programs. This intervention is designed to increase students reading comprehension and fluency.</p> <p>Overage and under credited students work on credit accumulation throughout the school day. Their instructional program includes on-line courses through Grad Point. This affords them the opportunity to recover credits and advance towards graduation. They meet with social worker interns on a weekly basis for at-risk counseling and goal setting.</p> | <p>Level 1-2 9th grade students</p> <p>Ells, SWDs,</p> <p>Under-credited students in grades 9-12</p> | <p>September 2015 – June 2016</p> | <p>Principal, Assistant Principal, AIS Teachers, Guidance Counselor, Social Worker Interns,</p> |
| <p>Through the implementation of a strong School Leadership Team and Parent-Teacher Association the school community will create space for parent voice. The school</p> | <p>Parents</p> | <p>September 2015 – June 2016</p> | <p>Principal, SLT Members, PTA Board, Key office personnel</p> |

| | | | |
|---|--|----------------------------|---|
| will invite parents to participate in workshops and family night events at the school. The school will make additional efforts to inform families of important dates and events. | | | |
| Through the Peer Group Connection (PGC) program students will participate in weekly team building activities. Students will receive peer support throughout the day in their classes. Peer leaders will participate in a daily course dedicated to cultivating their personal leadership skills. PGC will hold family night events, where parents will engage in team/school community building activities alongside their children | 9 th and 12 th grade students Parents of 9 th grade students | September 2015 – June 2016 | Principal, Assistant Principal, Guidance Counselor, Teacher |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | |
|--|----------|---|--------------------------------|---|------------|--|------------------|--|-------------------|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | |
| Human capital, purchasing of research-based instructional and socio-emotional programs, flexible student scheduling, and additional teaching periods for identified teachers and monetary funding for incentives/compensation. | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |
| | C4E | | 21 st Century Grant | X | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

| |
|---|
| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| In February 2016 we will review sign-in sheets and monitor the number of parents participating in school events. A 3% increase in parent participation in school events will indicate school progress toward meeting our goal of 5% |
| Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Section 7: Title I Program Information

Directions:

- 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. |
| We will continue to fill vacancies by seeking highly qualified teachers through the DOE New Teacher Finder, Open Market and job fairs. Applicants undergo a rigorous interview and demo lesson process. Teachers know the importance of using data and our approach will be a team approach. |

2b. High Quality and Ongoing Professional Development

| |
|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| MSHS' professional development strategies for the 2015-2016 will incorporate use of the Danielson Framework for Teaching, the Hess Cognitive Rigor Matrix and Webb's Depth of Knowledge chart to focus on designing coherent lessons. Staff will receive training from the National School Reform Faculty (NSRF) on establishing Critical Friends Groups and effective use of protocols to examine student work, assessment data and lesson studies to inform instruction, increase student achievement and revise curricula. |

Part 3: TA Schools Only

3a. Use of Program Resources

| |
|---|
| Describe how the TA program resources will assist participating children to meet proficiency. |
| N/A |

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). |
| N/A |

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

| |
|---|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| The Professional Development Planning Committee will work with the teachers to select and use assessments and choose appropriate PD. Teachers will also meet with their subject departments daily to use assessments to improve instruction. |

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

| Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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 | 332,549.00 | X | 5A, 5D, 5E |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | X | 5A |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,122,391.00 | X | 5A, 5B, 5C, 5D, 5E |

¹Explanation/Background:

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

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>The Metropolitan Soundview HS</u> | DBN: <u>12X521</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 type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>56</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>3</u> |
| # of content area teachers: <u>2</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: _

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

Trips

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

Supplies, Materials and Equipment

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: _

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

| <u>Title of Workshop</u> | <u>Presenter/Qualifications</u> |
|--|--|
| 1. <u>Common Language on ELL Instruction</u> | <u>Emarilix Lopez, AP</u> |
| <u>Hands on workshop using The Danielson Framework Components 1e, 3b and 3c to develop a common language on highly effective and effective teaching with the ell student in mind.</u> | |
| 2. <u>Lesson planning with the ELL student in mind</u> | <u>Lauren Ortiz, Teacher</u> |
| <u>Teachers will work in grade level teams on differentiating instruction for ELLs. Teachers will use NYSESLAT and classroom data of students in their grade level.</u> | |
| 3. <u>Summarization Strategy</u> | <u>Emily Carman, Teacher</u> |
| <u>A guided introduction to close reading/annotation of non-fiction text and the summarization technique using the: "It says, I say and So" strategy.</u> | |
| 4. <u>Scaffolding Strategies for ELLs</u> | <u>Lauren Ortiz, Teacher</u> |
| <u>A hands-on workshop where teachers work in academic departments to research, identify and present scaffolding strategies that will help ELLs access content and progress in second language acquisition.</u> | |
| 5. <u>Cooperative Learning Strategy - Jigsaw</u> | <u>Pema Latshang, Achievement Coach, CFN</u> |
| <u>107</u> | |
| <u>Teachers will explore how to conduct a lesson using the Jigsaw strategy. The strategy will be modeled and teachers will practice planning a lesson using the strategy. Teachers will discuss when implementing this strategy will be most effective and how to effectively scaffold for ELLs.</u> | |

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

| <u>Title of workshop</u> | <u>Presenter/Qualifications</u> | <u>Date</u> |
|--|------------------------------------|---------------|
| 1. <u>Getting ready for success</u> | <u>Micheal Lanaghan, Principal</u> | <u>9/2014</u> |
| | <u>Lauren Ortiz, ESL Teacher</u> | |
| <u>Parents of ELLs learn of the promotional criteria for high school graduation and how to access Pupil Path</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 12 | Borough Bronx | School Number 521 |
| School Name The Metropolitan Soundview High School | | |

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 Emarilix Lopez | Assistant Principal Ross Hogan |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Lauren Ortiz | School Counselor Helena Perez |
| Teacher/Subject Area Martin Kearns/ English | Parent type here |
| Teacher/Subject Area Silvia Patalano- Ross/ History | Parent Coordinator Edwin Frias |
| Related-Service Provider Kevin Higgins/ Special Educ. | Borough Field Support Center Staff Member type here |
| 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 | 4 | 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) | 443 | Total number of ELLs | 50 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

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 | 50 | Newcomers (ELLs receiving service 0-3 years) | 18 | ELL Students with Disabilities | 15 |
| SIFE | 5 | Developing ELLs (ELLs receiving service 4-6 years) | 20 | Long-Term (ELLs receiving service 7 or more years) | 12 |

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 | 18 | 3 | | 20 | 2 | | 12 | 0 | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|---|
| | ELL | EP | ELL | EP | |
| SELECT ONE | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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: _____ |
|---|---|

| 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 | | | | | | | | | | 13 | 17 | 7 | 7 | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | 1 | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | 1 | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | 1 | | | 1 | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other VN and FU | | | | | | | | | | | 1 | | 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) | | | | | | | | | | 3 | 2 | 1 | 0 | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | 0 | 5 | 1 | 3 | 0 |
| Transitioning (High Intermediate) | | | | | | | | | | 5 | 5 | 3 | 1 | 0 |
| Expanding (Advanced) | | | | | | | | | | 6 | 5 | 3 | 3 | 0 |
| Commanding (Proficient) | | | | | | | | | | 4 | 5 | 2 | 2 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| 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 | | | | | | | | | | 7 | 10 | 5 | 6 | 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 | 12 | 0 | 6 | 0 |
| Integrated Algebra/CC Algebra | 25 | 0 | 12 | 0 |
| Geometry/CC Algebra | 7 | 0 | 4 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math _____ | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 25 | 0 | 14 | 0 |
| Physics | 0 | 0 | 0 | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | 23 | 0 | 7 | 0 |
| Geography | 0 | 0 | 0 | 0 |
| US History and Government | 11 | 0 | 7 | 0 |
| LOTE | 0 | 0 | 0 | 0 |
| Government | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| Other _____ | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

| 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.
 Student 8th grade reading and math levels are used to determine placement in ELA and mathematics classes, select appropriate materials and design curriculum so that we are able to meet the needs of our students. In September all of our students received a preliminary mathematics test to determine readiness for Algebra. Students are either placed in a two-semester or four-semester Algebra track.
 Students were also administered a level set exam via the Empower 3000 program which provides teachers with lexile levels. This information is used to determine additional support to students whose lexile levels are below grade level. In addition to the level set, all ELA teachers administered an ELA baseline writing assessment. Students at the entering and emerging levels of proficiency often struggle the most, as the baselines are administered without any scaffolds or modifications. These writing samples were collected from students to determine ability. The lexile levels and baseline assessments assist teachers with student grouping in class. Teachers can decide whether or not to have homogenous grouping with all students on the same or near the same levels or heterogenous grouping, mixed levels of proficiency all working together.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After reviewing the assessment taken by the ELL population, it was evident that a many students are in the transitioning and expanding levels of proficiency. Students will receive instruction according to the revised CR- Part 154 guidelines. We will monitor the proficiency levels each year.
 The LAP committee has decided to continue the following:
 Focus on writing skills (phonics, grammar, syntax, and language mechanics, fluency, graphic organizers, sentence stems)
 Empower 3000 - a computer based literacy intervention system
 Reading Comprehension (reading strategies, note-taking skills, graphic organizers)
 Common Literacy strategies across content areas and grade levels (leveled quality questions, annotating bookmark for annotating text, Jig Saw)
 Differentiated instruction incorporating the balanced literacy model, Point of entry, hands-on approach and modeling strategy.

UBD focused lesson and unit planning.

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

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

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The Metropolitan Soundview High School is transitioning to use the AMAO tool. The ENL Department will receive training on how to use tool and analyze the data it produces.

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

Academic language is planned and implemented after careful review of data gathered from 8th grade ELA and NYSESLAT levels.

The majority of ELLs in grades 9-12 are at the transitioning and expanding levels of proficiency. There is a higher concentration of entering ELLs in grade 9. All ELLs participating in Regent examinations have taken the assessment in the target language. MSHS has noted a higher pass rates with ELLs in the Integrated Algebra Regent as compared to the Living Environment Regent. The Metropolitan Soundview High School has not implemented periodic assessments.

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

The Metropolitan Soundview High school serves grades 9-12.

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

Content teachers work with their ENL co-teachers to co-plan daily lessons and units. Coplanning ensures that the content and language goals are set and assessed. Coteaching allows for the ENL to check student progress frequently. In addition to the modifications and scaffolds decided on before the execution of the lesson, the ENL teacher can also provide impromptu support when needed in class.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

We do not have a dual language program.

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

The ENL department engages in conversation with content teachers during department and grade level meetings. At those meetings, student progress and achievement is discussed. The ENL department offers the content teacher some additional strategies to use with the ENL student(s) that is struggling. After reviewing midterm and final assessments, program/ schedule changes can be made to accommodate the student's needs. The Metropolitan Soundview High School will also evaluate the success of their program for ELLs in the following ways: credit accumulation, progress on NYSESLAT scores, writing increased fluency in speech and increased risk taking in the classroom.

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.

Parents of students enrolling into the NYC school system for the first time must complete a Home Language Identification Survey (HLIS) and a Parent Survey, which will determine if a language other than English is spoken at home. If it is determined that a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R) exam within 10 days of

enrolling in school. The ENL Department is comprised of four teachers , NYS ENL certified teachers Lauren Ortiz, Vanessa Holden, Diana Jacobsen, and Myles Mule. They share the responsibility of administering the HLIS, LAB-R and conduct an informal interview with the family of newly enrolled students to ensure that placement in the proper language program takes place. The ENL Coordinator administers the HLIS in the preferred language of parents. The NYSITELL and Spanish Lab are administered by the ENL teacher. In the spring the NSESAT will be administered as per the NY state requirement, within the testing window. Exams will be kept in a secure location. All steps are taken to ensure all ELLs take every part of the exam. The ENL department/LAP Team disaggregates the NYSESAT data per student, presents the findings and disseminates the information to the school staff. This information is utilized in forming student grouping for scheduling and instructional purposes. This information is utilized in setting academic goals for our ELLs.

2. 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).
First the Home Language Identification Survey is administered. If records from the previous school year are unavailable and if the baseline assessments given in ELA and Math do not provide enough information for accurate student placement, the ENL teacher will conduct the Oral Interview Questionnaire. This determines if an ELL has had a gap of two or more years in formal schooling. The questions allow for the ENL teacher to get better understanding of the student's history, as it has many questions related to literacy and language practices. The LAP team will monitor the student's progress closely and work with content teachers to provide adequate support to the SIFE student.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The LPT decides whether or not the student should take the NYSITELL. First the Home Language Identification Survey is administered. Then the review the student's history with language in the school and community, in addition to the results provided by the assessments administered in the student's home language. This is in accordance with CR Part 200.4(b)(6). Lastly, the LPT will review all of the information provided by the Committee on Special Education, led by Mr. Higgins, as to whether the student's disability is the determinant factor in English language acquisition and proficiency.
Based on all of the information provided, the LPT will make the determination as to whether test the student with the NYSITELL or not. Students who are not tested with the NYSITELL will continue to receive the appropriate support in their content classes and their AIS class (Empower 3000 or the Wilson Reading System).
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.
The ENL department has a list of current and any newly enrolled ELL students at The Metropolitan Soundview High School. Each teacher in the department distributes the letters to those students they are accountable for from the ENL list. The ENL teacher will remind the students that they must return the form as soon as possible.
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 Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: the student's parent/guardian, student's teacher, student themselves if they are 18 years old or older.

According to the ELL Policy Reference Guide, The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the

parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.

In September, Parents of ELLs are invited to a Family Night where they are able to meet their child's teachers. At this meeting they are also informed of their choices. Parents that have ELL children that are new to the DOE will watch the Parent Orientation video (which explains all three program options) in a variety of languages. In October, Program Selection, entitlement and continued entitlement letters are mailed to parents.

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.

To ensure that signed letters are returned, the ENL department is proactive in contacting the homes of students who have not returned the Program Selection form and inviting parents for a one-to-one conference to discuss any concerns they may have. Returned letters are placed in the student's cumulative file.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL coordinator creates and shares a log with all of the ENL student's names with the department. As each selection form is turned in, the ENL teacher can mark the log that it has been received. Follow up phone calls are also made to the parents if the letters are not returned in a timely manner.

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

In September the ENL department meets to affix the address labels and fill the envelopes with the parent notification letters. The school secretary personally brings this letters to the post office for postage and delivery.

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

All ELL documentation is placed into the student's cumulative file.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring the NYSESLAT will be administered as per the state requirement, within the testing window. Exams will be kept in a secure location. All steps are taken to ensure all ELLs take every part of the exam. The ENL department/LAP Team disaggregates the NYSESLAT data per student, presents the findings and disseminates the information to the school staff. This information is utilized in forming student grouping for scheduling and instructional purposes. This information is utilized in setting academic goals for our ELLs.

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

In September the ENL department meets to affix the address labels and fill the envelopes with the continued entitlement and transitional support parent letters. The school secretary personally brings this letters to the post office for postage and delivery.

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).

The program model at The Metropolitan Soundview High School is aligned with parent request. In reviewing the Parent Survey and Program Selection forms for the past two years, the trend at our school is for Freestanding English as a Second Language. 100% of our parents have chosen this program model. Parents of language learners are able to witness growth in the acquisition of English as a second language through working alongside native speakers in a classroom environment.

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.
 1. English Language Learners at Metropolitan Soundview High School receive 100% of instruction in the target language (English).
 - A. Limited English Proficient (LEP) students receive ENL support services via the push-in/pull-out and co-teaching models. Services via the push-in model are provided by an ENL teacher who travels to classrooms with a concentration of ELLs and assists the students in the target language and content teachers in adapting lessons to meet the needs of the English Language Learners. This cumulative effort allows us to reap the benefit of peer support in every classroom. Instruction is lead by a licensed ENL and content-area pedagogue.
 - B. Our students travel together as a group and they are heterogenously grouped by grade level. ELLs at the enterling level of proficiency receive a period of ENL instruction in a small group setting in the morning. This class is homogenously grouped and is of mixed grade levels. This class affords students the opportunity to take risks and enjoy the English language in a less stressful environment.
 - 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)?

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

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

English Language Learners at The Metropolitan Soundview High School receive 100% of instruction in the target language (English). Content area teachers receive professional development on how to address the needs of language learners and differentiation of instruction in their subject-area. In order to address the needs of ELL subgroups, teachers utilize the hands-on approach, workshop model and inquiry based learning during instruction, which emphasize modeling and guided practice. English language learners are provided with tiered materials in literacy classes and in the native language for contents such as mathematics and history when available and according to their individual needs. The teachers at The Metropolitan Soundview High School work with consultants from Generation Ready. The consultants introduce teachers to new literacy strategies and help the staff to analyze data from student work. Evidence based planning, especially in ELA, takes place with the support of the Generation Ready consultants.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Teachers of ELLs are required to provide students with translated versions of classroom exams when regent questions are utilized. glossaries are available in the native language for student use. Students are also able to respond in their native language if they are unable to write in the target language. Content teachers work with the ENL teacher in grading student work. In preparation for regent examination, LEP students receive testing accomodations throughout the school year. During Regent examinations, students have the opportunity to take the exam in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

School currently uses a common rubric for writing and is currently revising common rubrics for presentations.

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

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

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

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

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

7. 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.

For any student that has been re-identified as ELL or non-ELL the school must ensure academic progress has not been affected. Between 6 and 12 months from the re-identification date, the princial must review the decision that was made. The principal will consult with the student's teachers, parent/guardian, and the student. If the principal, based on the consultation, believes the student may have been adversely affected by the determination, the principal must provide additional support services and may reverse the determination within the same 6-12 month period. If the principal chooses to reverse the status, the superintendent must be notified.

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?

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

Chart 7 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?

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

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 <u>per week</u> (360 min.) | 2 units of study <u>per week</u> (360 min.) | 1 unit of study <u>per week</u> (180 min.) | 1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services* |
| Chart | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day. | | | | | |

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



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

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

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

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

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

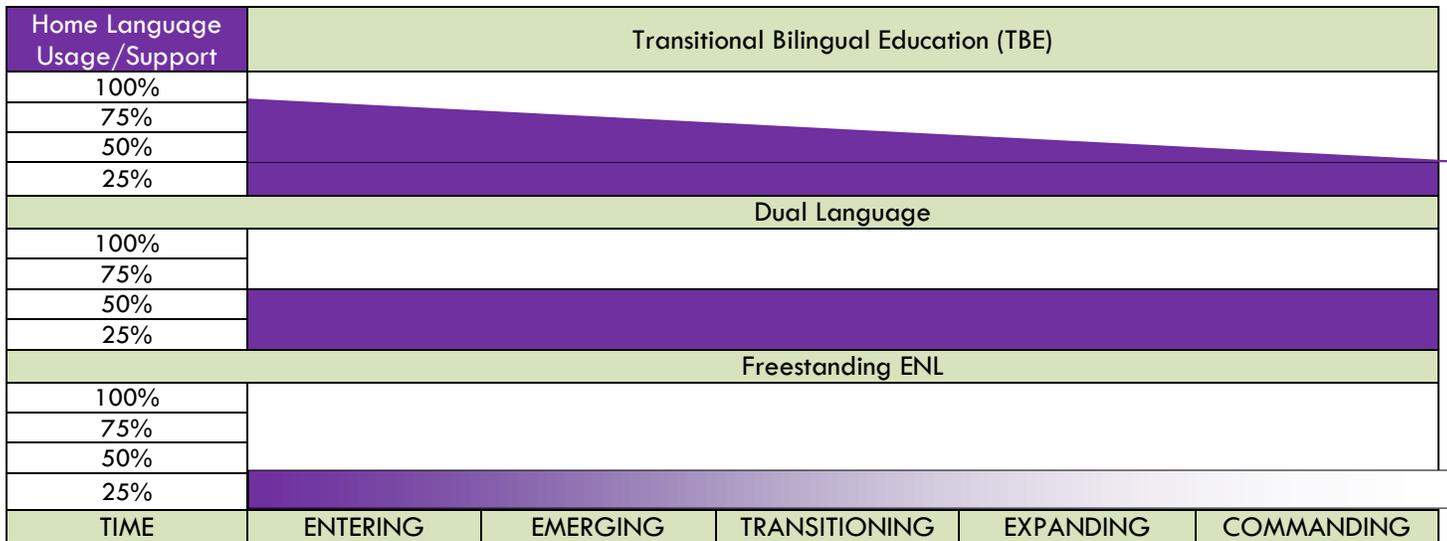


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The intervention programs for SIFE and Long Term ELLs include: co-teaching classes, ESL resource room advisory, 90-minute daily literacy and mathematics co-taught classes, AIS Empower 3000, a math intervention program KnowRe, and after school tutoring services. The classes are all taught in the target language however, materials in the native language are provided as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program has been successful in meeting the needs of ELLs. Students are advancing in language and content development as a result of expanding Co-teaching into all content areas. 18% of the ELLs that took the NYSESLAT in April 2015 reached the commanding level of proficiency. NYSESLAT data reveals the majority of ELLs attending MSHS are in the transitioning and expanding levels of English language proficiency. 6.9% of the students moved from former intermediate to expanding/advanced level. The Spring 2015 NYSESLAT exam was the first NYSESLAT to be fully aligned to the Common Core Learning Standards. As a result many students (about 57%) stayed within the same proficiency level, majority being emerging and transitioning.
12. What new programs or improvements will be considered for the upcoming school year?
Both ENL and content teacher will place a greater emphasis on academic and classroom content/ language. MSHS will offer the individualized literacy course, Empower 3000, to the ELLs in grade levels 9-10. MSHS will also be implementing KnowRe. This is an online math program for algebra and geometry that is designed to address each learner's needs. In addition, MSHS will continue to use the Wilson Reading System to facilitate a better understanding of phonemic awareness, in a small group setting. Entering and Emerging students will have access to a personal electronic 5 Language translator to use in their content classes.
13. What programs/services for ELLs will be discontinued and why?
We will not discontinue any of our ELL programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs. The curricular program students participate in are: 90-minute literacy and mathematics block, and collaborative team teaching. The extracurricular program students participate in are: after-school program, student clubs, sports teams (basketball, softball, baseball, soccer, track, swimming) and cheerleading/step team.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The instructional materials used by our ELL population are as follows:
- English/Reading Comprehension: leveled novels of various genres, Teacher created units of study
 - Mathematics: Carnegie Learning Alebra, Geometry Program and Trigonometry Program, glossary of terms
 - Science: Glencoe - The Living Environment, Earth Science Teacher created units of study, glossary of terms
 - Global History: Glencoe - World History, McDopugal - The Americans, Teacher created units of study, glossary of terms
 - Economics: McDougal Little Economics, Concepts and Choices
 - Italian: Adesso
 - Dictionaries in Spanish and English
 - Every classroom has access to ipads, computers and a Promethean Activ Board with an Activ View Camera.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is provided for ELLs in the classroom. When necessary interpretation services are available. ELLs are able to rely on other students as native language support. Our ENL teachers are fluent in English/Spanish bilingual. During state assessments, students receive materials in the native and target language including access to glossaries. Entering and Emerging students will have access to a personal electronic 5 Language translator to use in their content classes. As an additional resource, all students have access to Google Translate on the teacher's computer and/or IPAD. All ELLs at MSHS are aware that they are entitled to materials in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services and supports correspond to ELL ages and levels. Our ENL teachers are assigned to specific grade levels and participate in weekly grade level meetings to address individual needs of students. Within the weekly department and grade level meetings, the ENL teachers serve as advocates for the ELL students. When content teachers mention common issues and/or struggles with the ELLs, the ENL teachers provide additional support and strategies to content teachers when needed. Often times, the grade level teams decide to have the ENL teacher reach out the parent/guardian and establish a meeting time for the family and grade level.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

In August, all newly enrolled students, including ELLs, at The Metropolitan Soundview High School must attend an orientation seminar where they are informed of school policy and procedures. During this time they are able to meet with their future teachers and classmates. Writing and Mathematics work samples are collected and used as a preliminary means to identify the entry point of our students.

19. What language electives are offered to ELLs?

The language elective offered to students at The Metropolitan Soundview High School is Italian. Students interested in taking Spanish as a foreign language have the opportunity to do so via through Pearson's virtual learning program GradPoint.

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)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 - 1 - 2. All pedagogues at Metropolitan Soundview High School are certified in their content area of specialty. Teachers in the ENL department will participate in QTELL and other workshops offered through the NYC Department of Education, Office of English Language Learners during the 2015-2016 school year. Our teachers will also have the opportunity to participate in ENL workshops provided by the UFT. In addition, the ENL teacher, the guidance counselor and secretary receive training in house. The ENL Coordinator will receive additional support on preparing the LAP and best practices for English language learners offered through the NYC Department of Education and Department of English Language Learners. In efforts to facilitate the implementation of appropriate instructional methodologies for the improvement of outcomes on assessments in our ELL population, teachers will be asked to participate in staff development sessions, inter-visitations and work with Generation Ready consultants. Our use of Professional Learning Communities allows for small teacher teams to conduct lesson studies, gap analysis of student work and engage in conversation revolving Webb's Depth of Knowledge and Bloom's Taxonomy.

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

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

The professional development learning cycles at the Metropolitan Soundview High School will focus on student centered learning through rigorous instruction. Within the various PD sessions, all teachers will engage in conversation about best practices for helping students, including ELLs, access the Common Core curriculum. Teacher teams will also be conducting lesson studies, gap analysis of student work, and engage in conversation about Webb's Depth of Knowledge and Bloom's Taxonomy. The Metropolitan Soundview High School encourages inter-visitation among pedagogues during professional periods to learn different techniques and strategies in the delivery of instruction. The ENL coordinator will provide training for new staff on differentiating instruction for the ELL subgroups, to comply for the Jose P. requirement of 7.5 hours.
 3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Students transitioning to high school participate in The Metropolitan Soundview Summer Bridge Program. During this program, students have the opportunity to explore their new school, meet some of their new teachers, and meet fellow classmates. All 9th grade students, including ELLs, participate in Peer Group Connections (PGC). The PGC program and its coordinators, support and ease students' successful transition from middle to high school. The program taps into the power of high school juniors and seniors to create a nurturing environment for incoming freshmen. Grade team meetings are an additional avenue to support all staff members when assisting ELLs as they transition from middle to high school. Grade Team members acknowledge students doing well in their classes, and also raise any student concerns. In conjunction with the ENL teacher/department, the proper outreach can be made for the ENL student(s).
 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.

The Metropolitan Soundview High School provides PD sessions that focus best practices for co-teaching strategies and integrating language and content instruction for English language learners. When teachers engage in conversation about "designing coherent

instruction", for example, they are engaging in conversation about how to facilitate the acquisition of English while building content knowledge. the ENL teachers also participate in PD dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL Department members also receive emails from Josie Levine, the UFT Chair: ENL/Bilingual Committee. Professional development is also offered through the UFT.

C. Parental Involvement

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

We recognize that many of our ELL parents find involvement with their child's school to be frustrating. As such, our school is extremely dedicated to building relationships with parents that will increase student achievement. This joint effort requires extensive outreach and an ongoing mechanism through which parent-school communication can happen. At our school, that means an active Parent Coordinator who encourages increased ELL parental involvement in our Parent Organization. We have a semiannual ELL Parent Meeting in which parents are informed of their children's options and given the chance to ask questions and voice any concerns they may have. Parents are notified of the translation services available to them. All notifications sent to parents/guardians are written in the main home languages spoken at our school. During meetings translation/interpretation services are available and utilized if needed. We have several staff members who are able to speak the language spoken in some of the homes of our students.

The College and Career Readiness teachers and guidance counselors also bring families to the school to discuss post secondary options for their children. Parents have access to informational sessions about financial aid, assistance with FAFSA, and other post secondary options.

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.

Grade Teams work diligently to the homes of each student for both positive and concerned outreach. The ENL department and other bilingual staff members focus on calling those parents and guardians that only speak Spanish. Bilingual flyers are also created for events happening at The Metropolitan Soundview High School.

Parents of all students, including ELL students, sign an attendance log when they participate in a school activity. Copies of these logs are then collected and kept in the main office. Oftentimes, they serve as the most current contact information for the student's parent/guardian. Parents are invited to attend the MSHS Family Night, in addition to the various Parent Teacher Conferences. Parents of newly enrolled ELL students are provided a parent orientation meet the ENL Department and watch a video explaining the three programs offered to ELL students in the NYC DOE. During this orientation, parents and families have the opportunity to ask questions and inquire about the Common Core Learning Standards, curriculum and assessments.

The Metropolitan Soundview High School also uses Skedula.com as a means for recording important information about each student. Parents/guardians can create their own parent account on the PupilPath portal and have access to the their child's grades, assignments, attendance, and any anecdotal logs written by a staff member. PupilPath also allows the parent to send any of their child's teacher a direct message when necessary. At the school's events like Family Night, and Parent Teacher Conferences, teachers help parents download the necessary Apps for their mobile devices and log into their accounts.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents, including ELL parents, are invited to attend our Family Night in September. Parents have the chance to meet their child's teachers and visit the classrooms. The College and Career Readiness teachers and guidance counselors also bring families to the school to discuss post secondary options for their children. Parents have access to informational sessions about financial aid, assistance with FAFSA, and other post secondary options. The Parent Coordinator and guidance counselors are also working to increase parental involvement in the PTA.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has a relationship with Good Shepherd Services.

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

We ensure that the needs of parents are met by allowing them to voice their needs and concerns through the Parent-Teacher association and School Leadership team. Parents are encouraged to become involved in our school community. Every academic and non-academic initiative is presented to parents.

The Metropolitan Soundview High School Parent Coordinator is also bilingual in English and Spanish. He reaches out to our families on a regular basis and meets with parents when they visit our school.

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

The parental involvement activities aim to bridge communication between the parents and the teacher and the parent and the student. PupilPath workshops for parents allow the parents to be "trained" on how to access PupilPath from home or mobile device.

This program allows for parents/guardians to have access to their child's grades, attendance, upcoming assignments and anecdotal logs. The College and Career Readiness teachers and guidance counselors also bring families to the school to discuss post secondary options for their children. Parents have access to informational sessions about financial aid, assistance with FAFSA, and other post secondary options.

D. Additional Information

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

Paste response here:

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X521** School Name: **Metropolitan Soundview**
Superintendent: **#INGEST ERROR!**

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.

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

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

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

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.)

MSHS disseminates the following letters and notices in languages other than English: 1. Parent teacher conference announcement, Curriculum Night Flyer, 3. New Student Orientation, 4. Regent Testing Calendar, 5. Letters from school administration, 6. Trip/student activity announcements.

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.

MSHS conducts the following face-to-face meetings throughout the year:
A. Summer/Fall: New student orientation, Curriculum Night, Parent Teacher Conference, Family Engagement Night
B. Spring: Open house, New student orientation, Parent Teacher Conference

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.

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

2. Describe 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.

During conferences in-house school staff will provide oral interpretation services on site and/or over the phone. Conferences will be scheduled in a timely manner to ensure that interpreters are available. When necessary the school will utilize the services of the Translation and Interpretation Unit.

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.)

All staff members receive an email containing the link for use of the DOE Language and Interpretation unit. This information is also found in the staff handbook.

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

In the fall semester the Parents Bill of Rights and Parents' Guide to Language Access are disseminated at Family Engagement Night. The school secretary provides our families with accessing interpretation services should they be needed and/or upon request.

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 school will gather parent feedback on services via the parent survey and through PTA meetings.