

MTAC R1017 Title I for Nonpublic School Supplemental Instructional Services

Contract Dates: 09/01/2014 - 06/30/2019

For more Information please

Call Mohap Ismail

at (718)935-3811

Component	Vendor Name	Component Description	Contract Number
<p>Component 1 : ELA/Reading, Mathematics, ESL, PreK, Student Support (Counselors), Professional Development, Parent Involvement, Extended Year Program</p>	<p>HigherSchool Publishing Company dba HigherSchool Instructional Services</p>	<p>-ELA/Reading - In grades 1 - 3, HigherSchool instructors use the Fountas & Pinnell Continuum of Literacy Learning system. Students are first assessed individually using the Fountas & Pinnell Benchmark Assessment System (BAS) to determine a specific text reading level, rather than grade level, which more accurately pinpoints the students' continuous progress along these levels. For participating students in grades 4 - 8 eight, HigherSchool uses The Comprehensive Assessment of Reading Strategies (CARS® Series) as the diagnostic component of the reading program. CARS identifies which of the 12 core reading strategies have already been mastered, as well as those that need further study and reinforcement. For middle school and high school Title I Literacy students, HigherSchool uses McDougal Littell's Interactive Reader & Writer with Strategic Reading Support. -Mathematics - uses one of two forms of math assessment most suited to each particular school. For most of our schools, The Comprehensive Assessment of Mathematics Strategies (CAMS® Series) is the diagnostic component of the mathematics program, identifying which of the 16 foundational math skills or concepts are already mastered, as well as those that need further study and reinforcement. For grades 1 - 6, will use Math in Focus: Singapore Math. Math in Focus uses a concrete-pictorial-abstract approach. These concrete and pictorial representations add meaning to numbers so that when students progress to the abstract, they have an understanding of what the numbers stand for. HigherSchool instructors use the HMH GoMath series for grades 7 and 8. -ESL - This component also use EPS Making Connections series. Making Connections offers an instructional framework wherein strategies are introduced through direct, teacher-modeled instruction, followed by scaffolding to help students as they apply the strategies independently. It includes differentiation of instruction for struggling readers as well as ELL students. The use of graphic organizers provides students with visual displays that help them comprehend and retain textually important information. Theme-based instruction, such as the social studies, science, and literary materials in Making Connections, is particularly effective for ESL students. -PreK - will provide targeted assistance (pull-out) sessions for groups of 6 - 8 students attending the NYC Nonpublic schools. Pre-K students will receive instruction of 3 hours per session. Our program will coincide with the school year, identified as thirty-two weeks. Literacy lessons include a rich balance of literary and informational text, featuring the specific genres delineated in the Common Core Learning Standards and authentic texts consistent with Common Core complexity guidelines. Instruction and activities foster a close reading of short, complex text and include text-dependent, evidence-based questions. Math lessons include a rich balance of math concepts from numbers and operations to Algebra and Algebraic thinking. All of our program students receive instruction with a live, certified teacher in a group setting. -Student Support (Counselors) - provides New York State certified guidance counselors to Title I students attending schools for which the NPS Service Request Profile elected to receive Students Support Services. Individual Counseling offers students an opportunity to develop caring relationships with responsible adults who are specially trained to address their social and emotional needs. All students under the age of eighteen will require parental permission to participate in the Individual Counseling component of the program. Students attend sessions for approximately 40 minutes. Students meet with their counselor in a private office to ensure and maintain confidentiality. -Professional Development - conducted by Hidden Sparks, purpose is to help children with learning differences reach their full potential in school and life. They conduct two-hour workshops with a minimum of 5 to 10 NPS teachers who teach Title I participating students. Hidden Sparks develops and supports professional development programs to help increase understanding and support for teaching to diverse learners. HigherSchool, in conjunction with Hidden Sparks, begins by creating a professional development plan including agendas that must be approved by DNPS before services may begin. After the sessions have been completed, the agendas are resubmitted to DNPS along with original signatures of all attending NPS teachers of Title I participating students. -Parent Involvement - provides an orientation session at the beginning of the school year and at least two parent workshops as well for each participating school. We submit a schedule of planned dates, in advance, to DNPS. These meetings are for parents only and follow an approved agenda. Each HigherSchool instructor is required to invite all parents of our participating students to these meetings. We try to ensure that no fewer than five parents are in a session but that the group is not so large that it deflects from the presenter's message. Parents are required to sign an attendance sheet, which is later submitted directly to DNPS. -Extended Year Program - will operate during the summer from July 1st - August 31st serving the same or a similar student population in the same instructional areas as components 1-4. Each K-12 student could receive 3 to 6 hours of instruction per day, up to five days per week. Each Pre-K student receives a minimum of 3 hours of instruction per day, up to five days per week. Our program offers instruction for students in Kindergarten through grade 12 in Reading, Math, and ESL. We operate a separate program just for Pre K students. Class size will range from six to eight students. We provide rigorous instruction on the new Common Core Learning Standards using a proven, gradual-release approach that builds student confidence.</p>	<p>Q101701</p>
<p>Component 1 : ELA/Reading, Mathematics, ESL, PreK, Student Support (Counselors), Professional Development, Parent Involvement, Extended Year Program</p>	<p>Learn-It Systems, LLC</p>	<p>-ELA/Reading - adheres to the test validity, reliability, development, and usage standards established in the Standards for Educational and Psychological Testing (1999). Its assessment series was developed by Advanced Assessment Systems, an experienced and qualified third-party assessment development firm. The program will be delivered as an on-site direct, small group instructional program. Learning groups are typically 6 students per instructor and will not exceed a maximum of 8 students per instructor and as more fully described herein, provides instruction to students in grades K-12 in Literacy (reading and writing). This component is further able to offer its programs as a pull-out program during the regular school day, before or after the regular school day, on weekends, or as a summer program based on the needs of DNPS, the school sites, and the participating students. Teacher support includes explanations and model think-alouds. Students discuss and answer questions with partners. Students then work on problems on their own, then discuss them with their partners and explain them to the teacher. -Mathematics - adheres to the test validity, reliability, development, and usage standards established in the Standards for Educational and Psychological Testing (1999). Its assessment series was developed by Advanced Assessment Systems, an experienced and qualified third-party assessment development firm. The program will be delivered as an on-site direct, small group instructional program. Learning groups are typically 6 students per instructor and will not exceed a maximum of 8 students per instructor and as more fully described herein, provides instruction to students in grades K-12 in Mathematics. This component is further able to offer its programs as a pull-out program during the regular school day, before or after the regular school day, on weekends, or as a summer program based on the needs of DNPS, the school sites, and the participating students. The program is a vertically aligned curriculum series. Program ensures that content standards are introduced, reinforced, and assessed and that instruction is targeted to student needs and national standards. Glencoe Math Triumphs provides students with the understanding and mathematics skills to ensure superior options and opportunities for shaping their futures. -ESL - includes the use of nationally normed language proficiency assessments - the Ballard & Tighe IPT series of tests - to evaluate students' oral, reading, and writing proficiency and allow for simple scoring and score conversion to Non-, Limited, or Fluent/Competent designations. The tests also have new IPT proficiency levels that provide more fine-grained distinctions within the "Limited" designation category. The program—based on scientific research on how children best learn a new language integrates listening, speaking, reading, and writing with major content areas. The program prepares students for success in mainstream, academic classes. It is interactive, hands-on, and fun. The program is aligned to and covers a wide range of the national WIDA standards for English language learners. The variety of activities and teaching strategies enables instructors to address a wide range of learning styles and student abilities. The component incorporates active learning and prior knowledge, and uses authentic and meaningful communication, incorporating both oral and written language into the program. -Prek-k - The Preschool Child Observation Record (COR) assesses children's learning in every content area. Each day, teachers generate brief written descriptions, or anecdotes, that objectively describe children's behavior. They use these notes to evaluate development and then plan activities to help individual children and the classroom as a whole make progress. It is divided into 6 major categories that are critical for school success: initiative, social relations, creative representation, movement and music, language and literacy, and mathematics and science. The program will be delivered as an on-site direct, small group instructional program. Learning groups are typically 6 students per instructor and will not exceed a maximum of 8 students per instructor and as more fully described herein, provides instruction to students in a Pre-K program that is aligned with Universal Pre-Kindergarten. Small groups are offered intensive instruction designed to raise the academic achievement of participating students. This component is further able to offer its programs as a pull-out program during the regular school day, before or after the regular school day, on weekends, or as a summer program based on the needs of DNPS, the school sites, and the participating students. Adult-child interaction is the process of working alongside children and communicating with them both verbally and nonverbally to encourage learning. The classroom setting is divided into interest areas stocked with a stimulating range of materials designed for specific types of play. -Student Support Services (counseling) - Parents, classroom teachers, school administrators, and Title I teachers can refer students to counseling sessions with a formal referral tool that also provides baseline data on the symptoms that are observed by the adults in each student's life. Student sets goals based on the 'presenting causes' and has a voice in the skill building that will occur. Service delivery is incumbent on parental approval. Each counselor will be assigned a 'case load' of students. Services may be provided in group or individual sessions depending upon those referred needs by a New York State certified guidance counselor. -Professional Development - Recognizes teacher effectiveness is the ultimate influence on a student's success. Research has shown a residual effective of up to four years after a student has had a highly effective teacher (Strong, 2009). The two methods of workshops offered to meet the specific needs of NPS teachers of eligible/participating students. The first is a needs assessment survey that is provided to the principals for their completion, as well as a distribution of surveys to eligible teachers. The second method of needs assessment is Learn It's Professional Enrichment Planning service. -Parent Involvement - Includes parent orientation, parent/teacher conferences, student achievement night, and parent newsletter. At the events, Learn It staff will provide an overview of scheduling, the program, and what parents/guardians can expect from the program. Learn meets with parents to discuss student progress. Parents will be encouraged to discuss any program modifications they would like to see and how Learn It can better help their child. Learn It will host at least two (2) Student Achievement Nights during the course of the program. Learn It also provides a quarterly newsletter, as permitted, for parents which includes tips to help get their child engaged in learning and articles on student learning. -Extended Year Program - Responds to research that has shown all students</p>	<p>Q101703</p>

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The core components are phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. -Mathematics - Group activities and explorations supported by concrete and real-life experiences, supported by basic skills instruction and reinforcement, are at the core of all small group mathematics lessons, which are designed to meet the diverse needs of learners. The objectives of the AchieveMath Program are to assist students in improving their overall math ability and master identified skills and to enable students to successfully understand and perform grade level math activities and problems and to function independently in the regular classroom. AchieveMath is designed to provide mathematical concept development and skill automaticity within a sequential framework. Using the Common Core State Standards as a guide, the domains are sequentially addressed and spiraled through developmental math levels. Catapult Learning teachers have access to a wealth of instructional support materials to meet the needs of diverse groups of students. -ESL - focuses on developing the language proficiency of ELL, as well as improving their overall academic achievement. Small group instruction addresses the needs of students who fall within any of the five stages of second language acquisition, preproduction, early production, speech emergence, intermediate fluency and advanced fluency. This comprehensive intervention program supports struggling ELL, yields success by boosting achievement, increasing self-confidence so that students can be successful in school, and focuses on developing students' English language skills while also providing the academic vocabulary and essential knowledge required for reading success. -PreK - will provide one half-day, 2½ to 3 hours, of pre-k services to Title I-eligible, DNPS-approved students, who are already participating in half day pre-school at the school. Services will be provided four days per week in groups of eight (8) students to one teacher. Teachers will be appropriately certified per DOE requirements. The research-based 'Tools of the Mind' curriculum will be used. 'Tools of the Mind' began in 1993 and is comprised of professional development and instructional kits and materials designed to promote Instruction in the 'Zone of Proximal Development' which is what the child can do independently and what he can do with support, scaffolding in writing and literacy while providing and withdrawing assistance as appropriate at the time, developing executive functions with core skills needed by children and adults to engage in deliberate and self-regulated behavior. -Student Support (Counselors) - All counseling services focus on the student, with the goal of bringing student, school and home into a constructive collaboration with regard to identifying and implementing strategies that will augment the student's performance at school. Parental consent will be obtained prior to commencing any direct service to a student. Counseling services to Title I-eligible, participating students will include individual and small group counseling, initiating and coordinating home contact with families of children receiving services, and consulting with school, families, and possibly community resources that may also be working with the student. Students are referred for either individual or group counseling services by the principal based on understanding of the issues to be addressed. -Professional Development - designed to help teachers increase students' achievement. Our workshop offerings include workshops to develop teachers' skills in teaching literacy, math, writing, differentiated instruction, and teaching pedagogy. These workshops act as a spring board of learning for the entire year. Professional Development staff offers extensive experience in developing educator expertise which, research supports, directly contributes to increasing students' learning and academic success. Our services are customizable to the needs of the learning community. During consultation, we discuss goals and collaborate to design a multi-level service plan. We provide workshops specifically directed to Title I classroom teachers who work with 'at risk' students. -Parent Involvement - provides a variety of opportunities for parents/guardians to become involved and have a voice in their child's school experience. We consult with participating school administrators and parents/guardians on an ongoing basis regarding the activities and services that we offer to parents/guardians. In consultation with the school community, we support Parent Involvement by offering innovative learning opportunities for parents/guardians to participate. To accommodate the diverse schedules of parents, workshops and seminars and other parent involvement activities are held early morning, evening and on weekends. These activities are creative in nature and allow parents/guardians to learn about how to use objects or resources in the home to underscore the learning that occurs throughout the school day. -Extended Year Program - The extended year Title I experience will focus on students in grades 1-8 and operate 3 hours a day, 4 days a week. Students will participate based on eligibility in reading and/or math. The program will run Monday through Thursday, with the option of two field trips per subject area. This program will operate for 4 weeks. Each session will accommodate a maximum of 10 students. Reading/Writing program strengthens overall aptitude through skill-based instruction in comprehension, vocabulary, fluency and more. Math program helps learners build confidence and improve their math skills—from basic concepts and computation, to problem solving, data collection and geometry.</p>	<p>Q101708</p>
<p>Component 1 : ELA/Reading, Mathematics, ESL, PreK, Student Support (Counselors),P rofessional Development, Parent Involvement, Extended Year Program</p>	<p>Kaplan K12 Learning Services</p>	<p>-ELA/Reading - offers a fully turnkey approach to teaching students so they can build the skills and/or the strategies they need for successful performance in the classroom. Students will participate in ELA and the curriculum used across the grades will make effective use of data to help prioritize the most essential P-12 Common Core Learning Standards (CCLS) content requirements, give students strategies to increase their performance on standardized exams associated with those standards, and use various reports to determine how to teach, re-teach, and/or enrich student learning based on data. Include small group, intensive instruction to Title I-eligible students as identified by the NYCDOE. Services offered across grades K-12 and to deliver the classes during, before, or after the regular school day, or on evenings/weekends or any combination thereof. Classes will involve pull-out sessions for approximately 6-8 students per instructor. Will tailor instructional program, pacing plans, scope and sequences, and material based on student identified needs. -Mathematics - Offers a fully turnkey approach to teaching students so they can build the skills and/or the strategies they need for successful performance in the classroom. Students will participate in Mathematics and the curriculum used across the grades will make effective use of data to help prioritize the most essential P-12 CCLS content requirements, give students strategies to increase their performance on standardized exams associated with those standards, and use various reports to determine how to teach, re-teach, and/or enrich student learning based on data. Includes small group, intensive instruction to Title I-eligible students as identified by the NYCDOE. Offer services across grades K-12 and to deliver the classes during, before, or after the regular school day, or on evenings/weekends or any combination thereof. Classes will involve pull-out sessions for approximately 6-8 students per instructor. Will tailor the instructional programs, pacing plans, scope and sequences, and material based on student identified needs. -ESL - Offers a fully turnkey approach to teaching students so they can build the skills and/or the strategies they need for successful performance in the classroom. Students will participate in ESL and the curriculum used across the grades will make effective use of data to help prioritize the most essential P-12 CCLS content requirements, give students strategies to increase their performance on standardized exams associated with those standards, and use various reports to determine how to teach, re-teach, and/or enrich student learning based on data. Includes small group, intensive instruction to Title I-eligible students as identified by the NYCDOE. Services offered across grades K-12 and delivers classes during, before, or after the regular school day, or on evenings/weekends or any combination thereof. Will tailor the instructional programs, pacing plans, scope and sequences, and material based on student identified needs. -PreK - Offers a fully turnkey approach to teaching students so they can build the skills and/or the strategies they need for successful performance in the classroom. Students will participate in Pre-K English Language Arts / Mathematics and the curriculum used across the grades will make effective use of data to help prioritize the most essential P-12 CCLS content requirements, give students strategies to increase their performance on standardized exams associated with those standards, and use various reports to determine how to teach, re-teach, and/or enrich student learning based on data. Will include small group, intensive instruction to Title I-eligible students as identified by the NYCDOE. Offer services across Pre-K and to deliver the classes during, before, or after the regular school day, or on evenings/weekends or any combination thereof. Classes will involve pull-out sessions for approximately 6-8 students per instructor. Will tailor the instructional program, pacing plans, scope and sequences, and material based on student identified needs. -Student Support (Counselors) - Counseling approach to help address the needs of the whole child, in concert with the academic needs that the student needs for classroom success. Counselors will work to maximize the educational path of the child by working on finding solutions on a range of issues confronting the individual child. The focus will be to provide an academic, career and personal/social development path with clear content, process, and accountability methods. Will deliver all Student Support Services (there is no subcontracting involved) and determine the plan for such counseling such that it meets NPS and NYCDOE guidelines. The services can be delivered in either one-on-one, or small group format (as outlined by the NPS, Kaplan K12 and via consultations that the NPS has with student families). All counseling sessions will be delivered on site at the designated NPS. As Kaplan K12 is delivering both the Instructional Supplemental Services as well as the Student Support Services, students can be rostered into classes, or counseling sessions that do not conflict with each other, ensuring maximum participation. -Professional Development - Includes building instructional capacity and expertise around data-driven teaching practices that increase Title I-specific student performance. Through these processes, collaborative learning experiences, follow-up sessions, and capacity-building resources, the Kaplan K12 team fosters inquiry in its NPS participants. Workshops include opportunities for educators to work together: coaching sessions include modeling and reflective opportunities to refine instructional practices. As it is delivering both Instructional Supplemental Services as well as the Professional Development requirements, NPS teachers will have the benefit of a provider with intimate knowledge of NPS Title I-eligible student performance in the supplemental instructional environment and Kaplan K12 and NPS teachers can collaborate on strategies for continuous improvement of Title I-eligible student performance. -Parent Involvement - Involve parents by scheduling an initial parent orientation followed by ongoing parent meetings and workshops. The workshops will include activities that promote collaboration and conferencing, train parents on proven strategies to bring learning into the home, and Kaplan K12 will also survey parents regularly to modify workshops based on need. The workshops for parents of participating Title I eligible students. These sessions will run with a minimum of 5-10 attendees and no in-home services will be provided. Kaplan K12 has developed programs that welcome parent involvement, and during these workshops, Kaplan K12 will consult with parents to increase their knowledge of Title I services and also incorporate their feedback as it relates to modifications to the program. -Extended</p>	<p>Q101712</p>

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Small group intensive academic intervention and supplemental instruction will be provided to those NPS students who have been identified by NYCDOE as academically disadvantaged. Brienza will provide each NPS site with supplemental intervention direct instruction, as previously described, with targeted assistance pull-out sessions to small groups averaging 6-8 students per group. •Mathematics - will provide supplemental intervention instruction in small groups of 6-8 Title I identified students in grades K-12. All curriculum used in the Title I Program is aligned with the Common Core Learning Standards and incorporates current methods used in New York City Department of Education classrooms and utilizes a range of reading materials. The delivery of instruction will include pre-assessment, determining goals for individual student learning plans, and setting up small instructional groups for instructional plans and instructional sessions. Small group intensive academic intervention and supplemental instruction will be provided to those NPS students who have been identified by NYCDOE as academically disadvantaged. •ESL- will provide supplemental intervention instruction in small groups of 6-8 Title I identified students in grades K-12. All curriculum used in the Title I Program is aligned with the Common Core Learning Standards and incorporates current methods used in NYCDOE classrooms and utilizes a range of reading materials. The delivery of instruction will include pre-assessment, determining goals for individual student learning plans, and setting up small instructional groups for instructional plans and instructional sessions. Small group intensive academic intervention and supplemental instruction will be provided to those NPS students who have been identified by NYCDOE as academically disadvantaged. •PreK - Pre-K instruction is to help children be ready for kindergarten while realizing that the children we will be working with will probably not have the basic skills of reading, writing and/or mathematics and may not have even the basic foundation of English as a second language. Our Title I Program students will engage in interdisciplinary, thematic learning experiences (including interdisciplinary units, lesson plans, culminating tasks) that are fully aligned to the NYS Prekindergarten Foundation for the Common Core. Brienza's Title I Pre-K curriculum will align with the following State Education Department Prekindergarten Standards which are reading standards for literature, reading standards for informational text, and foundational skill for reading, writing, and mathematics. Each instructional group will meet a minimum of once a week and the total instructional time for the session will be 3 hours. •Student Support (Counselors) - ensures that all Student Support Staff in our programs - Guidance Counselors, Social Workers and School Psychologists - will be qualified with at least a Master or Clinical Social Worker License or New York State Certification as a School Counselor. Brienza will only provide certified guidance counselors to those NPS sites that have an NPS Service Request Profile indicating Student Support Services. Brienza's Title I Student Support Services (counseling) will be provided individually or in small group sessions averaging 6-8 students at the NPS site. All counseling sessions must be requested by the NPS principal in writing and must follow all required procedures. All reports and vouchers submitted to the DNPS for Student Support Services provided to Title I eligible and participating students will be grouped by schools - identifying each student by name and grade level. •Professional Development - Teachers must be equipped to face the challenge of helping all students meet New York State's academic achievement standards. To help students meet their goals and objectives, Brienza will provide sustained highquality professional development in the areas of ELA/Reading, Mathematic and ESL. The teacher workshop topics are curriculum professional development, formal and informal assessments, small group and differentiated instructions, assessing student achievement and designing appropriate instruction, and meeting needs of english language learning students. The purpose of Brienza's professional development (PD) workshops for NPS teachers is to address the instructional classroom needs of those teachers by helping them to improve the academic performance of their Title I eligible students and for each student to meet the NYS Common Core Learning Standards for their grade level. •Parent Involvement - at least three (3) parent meetings/workshops will be conducted at each NPS site to which we are providing Title I Supplemental Instructional Services. We will conduct an Orientation Meeting in October/ November, followed by at least 2 Parent Workshops: one in December-February and one in March-May. Possible parent workshops focus on content area, assessment, enabling parents as partners in education, and study skills. All parent workshops will have approved agendas, attendance sheets with original signatures of participating of parents/guardians of Title I students, evaluation sheets of each workshop, and include survey questions of parent needs. •Extended Year Program - will deliver scientifically research-based Supplemental Instructional Services, that are aligned with the NYS Common Core Learning Standards, to nonpublic school Title I eligible students located in all five boroughs of New York City, in Pre-K through 12th grade, in the academic areas of English Language Arts/Reading, Mathematics and English as a Second Language (ESL). Brienza's extended year program will be an 8-week Title I program beginning July 1st each year and continue through August 31st. Students in K-12 will take a maximum of 2 courses with the option being ELA/Reading and/or Math or ESL and/or Math. All instruction in Brienza's academic extended year programs follows the scope and sequence, instructional framework and expectations of each school with which it works.</p>	<p>Q101714</p>
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