



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JORDAN L MOTT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x022

PRINCIPAL: LINDA ROSENBURY

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SUPERINTENDENT: DOLORES ESPOSITO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Linda Rosenbury	*Principal or Designee	
Michele Barrow	*UFT Chapter Leader or Designee	
Doreen Burke	*PA/PTA President, Chairperson	
Edith Holloway	DC 37 Representative	
Douglas Satran	CSA Rep	
Aja Brown	Teacher Representative	
Lady Kathryn Williams	Title 1 Parent Representative	
Jose Deleon	Parent	
Martha Moran	PA Vice President	
Hillary Scarlett	Parent	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Increase the % of students correctly completing non-fiction aligned questions on the NYS ELA by 10%.

Comprehensive needs assessment

- QR pointed to the need to focus the curriculum on key standards.
- Item Analysis of both the NYS Math and Science indicated a lower proficiency with extended response questions.
- Students lack prior knowledge, 39% of students are English Language Learners, 70% of all students are reading below grade level which makes it increasingly difficult for them to independently access content through textbooks.
- 60% of common core assessment (2013) is based on non-fiction reading.

Instructional strategies/activities

- All 37.5 minute sessions focused on non-fiction reading comprehension. The program is titled the Early Morning Academic Program “E-MAP” and includes: Monday – Interactive Read Aloud, Tuesday – Independent Reading with Note-Taking, Wednesday – Discussion and Writing.
- TC pilot group of Social Studies and Science teachers attend labsites and calendar days to learn strategies for embedding literacy in their content area. Daily original writing will address students’ ability to complete extended response.
- Common set of direct teaching of reading skills across all content areas from Stephanie Harvey “Strategies that Work” with accompanying PD cycles (i.e. THIEVES). Weekly meetings for inquiry teams to learn new strategies and track student progress.
- Targeted PD support for teachers based on E-MAP survey, results of Teachscape walkthroughs and the Danielson Framework for Teaching.
- All students have at least one non-fiction text in their book baggies at all times.

Strategies to increase parental involvement

- Parents will make sure students have independent reading books and reading logs and provide a place for 45 minutes of independent reading each night.
- Parents are notified if students are not attending Early Morning Academic Program (E-MAP).

Strategies for attracting Highly Qualified Teachers (HQT)

- We will pilot the teaching resident program to train teachers for September 2012.
- We will maintain communication with alternative certification programs such as Teaching Fellows, Teach for America and universities such as Fordham and Muhlenberg.
- We will establish Master and Turnaround Teachers.

Service and program coordination

- The NYC Connected Learning Grant will be used for Teaching Matters consultants to identify websites that provide leveled informational texts and other resources to improve students’ critical thinking and use of evidence to support ideas.
- The School Improvement Grant (SIG) funds teaching residents who reduce our class size for the E-MAP program.
- We utilize Breakfast in the Classroom to motivate students to attend our Early Morning Academic Program.

Budget and resources alignment

- The Title III grant will be used to purchase non-fiction texts at low levels and in the native language (Spanish), fund TC staff development, and a Saturday Academy focused on the NYS ELA.
- The School Improvement Grant will be used to fund Teachers College, and master and turnaround teachers. Master teachers develop and monitor E-MAP plan.
- The Title I grant will be used to purchase informational texts. The NYSTL Library funds will be used to purchase Time for Kids for each student.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- 100% of students will meet their individual annual reading level goal based from their TC running record assessment and established independent reading goal during the school year.

Comprehensive needs assessment

- The majority of students are reading at least one year below grade level.
- 29% of students are English Language Learners.
- 11% of 6th graders scored 3 or higher on the 2011 NYS ELA Exam
- 12% of 7th graders scored 3 or above on the 2011 NYS ELA Exam
- 11% of 8th grades scored 3 or higher on the on the NYS ELA Exam

Instructional strategies/activities

- Teachers complete common assessment analysis and reflection.
- Use reading tracker to record student performance and areas for growth.
- Students set goals that focus on skills needed to move up levels.
- All students have books at their independent level and use reading logs to track stamina and post-it notes to record thinking.
- Teachers analyze the reading lives of stagnant students and determine action plan based on bands of levels.
- TC PD Cycles with staff developer and TC Calendar Days to learn ways to accelerate students' reading.
- Pilot conference notes and guided reading.

Strategies to increase parental involvement

- Parents will make sure students have independent reading books and reading logs and provide a place for 45 minutes of independent reading each night.
- Parent night at book fair celebrates literacy.
- Parents examine student portfolios at Parent-Teacher Conferences and children tell them how they can support them in meeting their goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will pilot the teaching resident program to train teachers for September 2012.
- We will maintain communication with alternative certification programs such as Teaching Fellows, Teach for America and universities such as Fordham and Muhlenberg.
- We will establish a Master Teacher in ELA.

Service and program coordination

- We provide books and computers to local shelters to ensure that all students have access to high-quality texts.
- We provide dinner to all Extended Learning Time students to encourage attendance.

Budget and resources alignment

- Lead teacher in ELA coordinates and delivers professional development in departmental meetings and mentors new ELA teachers.
- Title III grant used to fund Teachers College ELL specialist.
- SIG used to fund Teachers College Staff Developers, Calendar Days, Coach Groups, AP Groups and Leadership Groups.
- Extended Learning Time funded by SIG, 21st Century Grant, and SES includes independent reading time for students.
- Professional periods will be used for common planning. The ELA department will use that time to work together to build lesson plans that respond to and accelerate students' reading levels.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- 38% of all students will score a 3 or 4 on the Math State Test.
- Reduce the number of students on level 1 by 30%
- Common assessment class average will be a 3.0 / 70%.

Comprehensive needs assessment

- Based on the results of the 2011 New York State Math Test, 19% of our students are performing at level 3 and 4 and 28.2% are performing at level 1.
- The item analysis for 6th, 7th, and 8th grade students shows that 7% of our students are able to answer constructed response questions correctly.
- The baseline assessment indicates that on average students have mastered only 31% of the content.

Instructional strategies/activities

- Create assessments aligned to target performance indicators (unit assessments, exit slips, PBL ...) and to the common core standards.
- Use the student friendly rubric to help (ELLs) students increase their performance on constructed response questions.
- Identify targeted students and create academic intervention program. Use Acuity to provide individual instructional support.
- Use common assessment data to create and deliver lessons with activities for different tiers of students.
- In November, collect item analysis data from the Unit 1 Common Assessment to monitor progress from the NYS State Test to the end of the year.

Strategies to increase parental involvement

- Family Game Night will expose parents to the type of mathematical thinking that they can practice with their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will pilot the teaching resident program to train and attract teachers for September 2012.
- We will maintain communication with alternative certification programs such as Teaching Fellows, Teach for America and universities such as Fordham and Muhlenberg.
- We will have a Turnaround Teacher and Lead Teacher in math.

Service and program coordination

- NYC Connected Learning grant provides all 6th and 7th graders with computers loaded with math software.

Budget and resources alignment

- Title III will be used to fund a Saturday Academy to prepare students for the NYS Math assessment.
- Lead Teacher in math will lead professional development and mentor new math teachers.
- Professional periods will be used for common planning. The math department will use that time to work together to build lesson plans that respond to and

accelerate students' mathematical abilities.

- NYSTL Textbook funds used to purchase Kaplan 12 Learning Service for each student.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- 100% of students will demonstrate their ability to engage in scientific inquiry by including the following elements in their lab report including: hypothesis, materials, procedures, data, and an analysis/conclusion.

Comprehensive needs assessment

- There is inconsistent format to how lab reports are written. In particular, students have difficulty constructing question/hypotheses, collecting and representing data, and analyzing data, drawing conclusions.
- NYS Science test results indicate that students struggle with writing about Science.
- Joint Intervention Team Review indicated that students need more hands-on activities in Science.

Instructional strategies/activities

- Create a template for writing labs and a rubric for scoring labs. Norm the scoring process with teachers.
- Record student performance on a googledoc to determine areas of need and groups students according to that data.
- Design lessons aligned to rubric and responding to student performance. Explicitly teach the genre of scientific writing.
- A pilot group of Science teachers participate in a Teachers College Study Cycle to incorporate interactive read aloud and daily original writing into their classrooms.
- Compare results from baseline to midline, to endline to replicate pockets of success and immediately provide support.

Strategies to increase parental involvement

- Parent trips to science-related places such as the Bio Bus, the Children's Museum, the Botanical Gardens, Museum of Natural History, Queens Science Museum.

Strategies for attracting Highly Qualified Teachers (HQT)

- We will use the New Teacher Finder and hiring fairs to identify highly-qualified Science teachers.

Service and program coordination

- The NYC Connected Learning Grant provides laptops with science teaching software to all 6th and 7th grade students.
- We provide writing supplies to all students living in temporary housing.

Budget and resources alignment

- The NYS Learning Technology Grant will support technology tools for labs and professional development for teachers.
- Professional periods will be used for common planning. The Science department will use that time to work together to build lesson plans that respond to and accelerate students' scientific abilities.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- 90% of students will meet their individual social studies goals based on their long-term goal of scoring a level 3 or better on three out of the five categories of the Social Studies rubric (Task, Content, Organization, Mechanics, Writing Process Activities)

Comprehensive needs assessment

- Each class averaged below a 3 (4 pt. rubric) in all areas of the rubric for the baseline, midline, and endline assessments.
- Each class averaged the lowest in the mechanics section of the DBQ.
- ELLs and SPED students scored lower on the baseline, mid-line, and endline assessments than other students.
- SS libraries are comprised of non-fiction texts and are aligned to the SS scope and sequence.
- SS curriculum has targeted daily objectives and suggested assessments that reflect common core standards.

Instructional strategies/activities

- Work with AUSSIE consultant and members of the SS team to create grade-specific student-friendly rubrics that reflect ELA and SS common core standards.
- Teachers follow curriculum and administer assessments during the scheduled assessment windows. All DBQ assessments are based on informational texts and scored using the rubric.
- Student assessment scores are entered and analyzed by the SS department to track student performance.
- Students create goals based on assessment scores and track progress of goal completion throughout the year (quarter).
- Teachers implement common core reading and writing strategies discussed during departmental meetings to create targeted small groups with specific learning objectives based on common core standards. Interventions are executed with precision based on student need as evidenced by DBQ grade specific rubric and other formative assessments. These include social studies trade books at students' independent reading levels and interactive read aloud and daily original writing supported by the Teachers College study group.
- Department common planning google doc with meeting topics and outcomes is created and shared with entire community.
- Assessment will be revised and edited by students to reflect the common core standard writing process.

Strategies to increase parental involvement

- Parents can visit history-related trips such as Philadelphia (Liberty Bell, Franklin's Printing Press), Boston (Sturbridge Village, Smithsonian), Fraunces Tavern, Wyckoff Gardens, Museum of the American Indian, Tenement Museum, the Metropolitan Museum,

Strategies for attracting Highly Qualified Teachers (HQT)

- We will pilot the teaching resident program to train and attract teachers for September 2012.
- We will maintain communication with alternative certification programs such as Teaching Fellows, Teach for America and universities such as Fordham and Muhlenberg.
- We will have a Turnaround Teacher and Master Teacher in Social Studies.

Service and program coordination

- We will provide writing supplies (notebooks, pencils, etc.) to all students living in temporary housing.

Budget and resources alignment

- School Improvement Grant will fund the Teachers College Staff Developer to work with Social Studies Teachers to embed literacy strategies, Master and Turnaround Social Studies teacher, and per diem teachers to work one-on-one with students to improve their writing.
- Title I will fund AUSSIE consultant to deliver professional development on improving students' DBQ essay writing.
- We will partner with Learning through an Expanded Arts Program (LEAP) to provide teaching artists to two of our Social Studies teachers with a large percentage of English Language Learners and students with IEPs.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	156	133		33	15	10	30	15
7	220	184			15	10	30	15
8	136	134	57		25	10	30	15
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	University volunteers, per diem teachers and appointed teachers provide one-on-one and small-group AIS to struggling readers and writers during the school day. The strategy is to use the writing rubrics across content areas to support students in revising and editing their writing. Teachers work per session to provide AIS during winter Saturday Academies. Students will be trained in test sophistication through practice exams.
Mathematics	Teaching Residents provide AIS to struggling math students during the day through one-on-one, small group instruction and parallel teaching. Teachers use the baseline assessments to determine target areas and re-teach the skills using new strategies such as SMARTboard software. Teachers work per session to provide AIS during winter Saturday Academies. Students will be trained in test sophistication through Kaplan Advantage.
Science	Students receive support in accessing content in a small-group setting during Early Morning Academic Program (37.5 min). Students practice strategies for gathering information and making claims based on informational texts through interactive read aloud, independent reading, and evidence-based discussion.
Social Studies	Teaching Residents provide AIS to struggling students during the day through one-on-one, small group instruction and parallel teaching. Strategies include reading conferences, interactive read alouds and vidoes. Per diem teacher provides small-group and one-on-one writing tutoring during the day. The strategy is to use the document-based writing rubric to support students in revising and editing their essays.
At-risk Services provided by the Guidance Counselor	Ms. Sosa and Ms. Torres provide at-risk counseling during the day. The Student Intervention Team (SIT) identifies those students, set counseling goals based on the Vanderbilt Scale, creates an action plan and tracks progress.
At-risk Services provided by the School Psychologist	Mr. Tatik provides at-risk counseling to students during the Extended Learning Time. The Student Intervention Team (SIT) identifies those students, set counseling goals based on the Vanderbilt Scale, creates an action plan and tracks progress.

<p>At-risk Services provided by the Social Worker</p>	<p>Mr. Grunin provides at-risk counseling to students during the Extended Learning Time. The Student Intervention Team identifies those students, set counseling goals based on the Vanderbilt Scale, creates an action plan and tracks progress. Social Workers from Bronx Works provided counseling during the day.</p>
<p>At-risk Health-related Services</p>	<p>Our SAPIS worker and nurse provide health-related services during the day on a one-on-one basis. They use student-friendly pamphlets, one-on-one and small group discussion, and diagrams to support students in understanding risky behavior and learning how to take care of themselves.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 our school. Therefore, our school, 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 our school and the families. Our 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 our school community. Our 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

Our 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 and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

Our allocated 10% for professional development from Title I this year is \$75,350. We use this money to pay for APs and Coaches who provide teachers with cycles of professional development.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our teacher-mentoring program is an important part of our strategy for providing high-quality professional development. Our mentors use the Transformation & Restart Rubrics for Teacher Evaluation based on Charlotte Danielson's *Framework for Teaching* (Revised 2011 version) to provide consistent support to our new teachers. These components focus teachers on the aspects of successful classroom practice and identify measures of growth.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will notify parents about the school's identification for school improvement using the Parent Notification Letter (in both English and Spanish) backpacked with students and sent home no later than January 31st, 2012.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, 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, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Calvin Hasting	District 09	Borough Bronx	School Number 022
School Name Jordan L. Mott			

B. Language Allocation Policy Team Composition [?](#)

Principal Linda Rosenbury	Assistant Principal Lynne Bourke-Johnson
Coach Esteban David	Coach Rachel Feinberg
ESL Teacher Miriam Tropp	Guidance Counselor Senieda Sosa
Teacher/Subject Area Veronica Cedillo/ESL	Parent Doreen Burke
Teacher/Subject Area Kinnon McCall/ELL	Parent Coordinator Yaditza Rodriguez
Related Service Provider Janet Torres	Other type here
Network Leader Calvin Hastings	Other type here

C. Teacher Qualifications [?](#)

Please 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 ESL teachers	3	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	661	Total Number of ELLs	194	ELLs as share of total student population (%)	29.35%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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? (Please provide numbers.)
6. 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? Describe specific steps underway. 

1. MS22 follows the state guidelines for the identification and classification of ELLs in our school. Step number one consists of the first screening - the administration of the HLIS including an informal oral interview in English and the native language. The HLIS is administered by Myrta Rivera, the family worker. After the informal oral interview, it is determined whether or not the child speaks little or no English, or is English proficient. Based on these observations, the children who demonstrate proficiency in a language other than English and speaks little or no English move on to step number two. Step number two of the ELL identification process consists of the administration of the LAB-R which occurs within 10 days of the students admit date. The LAB-R is administered by our ELL Coordinator, Kinnon McCall, who is a licensed common branch teacher with a bilingual extension and has been trained in the LAB-R administration. The LAB-R is scored in school before answer documents are returned to BOA. If the student scores Proficient on the LAB-R, the ELL identification process is halted, and the student enters a general education program. If the student scores Beginner, Intermediate, or Advanced on the LAB-R, we move to step three which is Program Placement (to be discussed further in question two below). Additionally, if the student is from a Spanish speaking background, the ELL coordinator administers the Spanish LAB along with the LAB-R. The final step of this process is the Annual Assessment which occurs in the spring when we administer the NYSESLAT to all ELLs. The ELL coordinator ensures that all ELLs receive the NYSESLAT annually by using ATS reports to determine eligibility. All four modalities of NYSESLAT are administered during the testing window. ESL teachers administer speaking portion of the NYSESLAT individually to all ELLs. We administer the other three modalities to all ELLs over a three day period (school is under testing conditions) and continue make-ups for the entire testing window to ensure that all ELLs take every part of the NYSESLAT.

2. Parents of ELLs are given numerous opportunities to learn about the three program choices available for their children. Kinnon McCall, the ELL Coordinator, and Yaditza Rodriguez, the Parent Coordinator, are available to show parents the program choice video, which is available in a number of languages. After a one-on-one or group viewing of the video, parents are invited to ask questions about each program to the aforementioned people. After Ms. McCall and Ms. Rodriguez have sufficiently answered parent concerns and questions, the program choice form is available to them in their native language. Parents of incoming 6th grade ELLs are shown the parent choice video during new parent orientation. All other parents of ELLs are offered the opportunity to view the video and fill out the form during academy parent orientations in September. We call all parents of ELLs, send letters home, and speak with parents of ELLs about the program choices at parent events throughout the year, and whenever they visit the building.

3. The ELL Coordinator distributes all Entitlement letters at the beginning of the year to all ELLs (whether it be continued-entitlement or non-entitlement letters) which are kept on record in the ELL coordinator/Parent coordinator's office. Parent Survey and Program Selection forms are done on location at the school and in person to ensure that they are promptly returned.

4. The placement of ELLs at MS22 relies primarily on the Program Selection forms filled out by parents and by conversations with parents in their native languages, along with classroom seating availability. Parental notification letters are given to parents for program selection. The parents are invited to a meeting where the programs are explained by the parent coordinator, Ms. Rodriguez and Ms.

McCall, the ELL Coordinator. Brochures, videos and other resources are available for parents at any time. During the registration period, parents are invited to attend the information sessions. The Parent Survey and Program selection and entitlement letters are given to parents and collected by classroom teachers. If a form is not received by the indicated date and the child is a Spanish-speaking ELL, the child will be placed in the TBE program.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is the TBE program. Hispanic students new to the country are placed on the TBE program as per parental choice. Our numbers show that parents of new ELLs speaking native languages other than Spanish choose to put their children in Freestanding ESL programs. All 5 students in our school who are non-English and non-Spanish native speakers are enrolled in the Freestanding ESL program.

6. The programs offered at MS22 sufficiently fulfill the program requests of our parents.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							18	17	5					40
Dual Language <small>(50%:50%)</small>							12	12	15					39
Freestanding ESL														
Self-Contained							2	7	7					16
Push-In							33	40	26					99
Total	0	0	0	0	0	0	65	76	53	0	0	0	0	194

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	194	Newcomers (ELLs receiving service 0-3 years)	70
SIFE	30	ELLs receiving service 4-6 years	72
		Special Education	44
		Long-Term (completed 6 years)	52

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 special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	39	15	0	1	0	0	0	0	0	40
Dual Language	13	3	0	13	3	0	13	0	1	39
ESL	18	5	6	58	4	20	39	0	17	115
Total	70	23	6	72	7	20	52	0	18	194

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							18	17	5					40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	18	17	5	0	0	0	0	40

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	
	EL	EP	EL	EP																
Spanish													12	16	12	18	15	5	39	39
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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			
	EL L	EP																				
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	16	12	18	15	5	39	39

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 78

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 39

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second 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							33	40	30					103
Chinese														0
Russian														0
Bengali							1		1					2
Urdu														0
Arabic								1						1
Haitian									1					1
French							1	2						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								4	1					5
TOTAL	0	0	0	0	0	0	35	47	33	0	0	0	0	115

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PROGRAMMING AND SCHEDULING INFORMATION

1&3) Identified LEP students are placed in a program based on the parent survey and parent selection form. The following programs are offered:

- a. Transitional Bilingual Education (TBE) – The goal of the TBE is to attain English language proficiency and academic skills within three years; to provide grade-level academic work in the student’s native language: to enable students to maintain academic progress while developing English proficiency: and to provide instruction in two(2) languages: English and the native language (Spanish). The TBE program caters only to ELLs who are Beginner and Intermediate on the NYSESLAT and who have been in the country for less than three years. We only have Spanish TBE classes.
- b. Dual Language – The dual language model is designed to provide all students, ELLs and English Proficient students, with an academically rigorous curriculum in both languages that will enable them to meet or exceed New York State and City Standards. The dual language program consists of ELLs who are Intermediate or Advanced on the NYSESLAT, as well as English Proficient students.
- c. Free-standing ESL – Students in Free-standing ESL program receive all instruction in English using ESL methodologies for a specific amount of time as determined by their NYSESLAT scores. The language proficiency levels are beginning, intermediate and advanced. Students at the beginning level and intermediate level receive 360 minutes of ESL instruction and students at the advanced level receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. Native language supports are provided to ELLs in FS-ESL by their ESL teachers including dictionaries, translation, and graphic organizers in their native language. Additionally, ESL teachers follow a push-in model in order to provide content area support for ELLs.

2) The staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, ESL) through professional development and availability of data on ARIS. Each staff member is provided with a laptop computer to

A. Programming and Scheduling Information

access data for their students. ESL, ELA, and NLA instructional minutes are delivered in each program model as per the NYS CR Part 154.

The content area in the TBE program is delivered in Spanish and in the Free-standing program it is offered in English using ESL methodology. The Dual Language program delivers content areas in English. The staff in the TBE differentiates instruction in order to meet the required performance standards for the native language arts (NLA) (Spanish), ELA and ESL.

4) Students in the TBE/DL programs are diagnosed in their native language by the NLA teacher. The NLA curriculum mirrors our school's work with TCRWP and each unit has a writing assessment as well as running records. The NYC Department of Education administers the Exam de Lectura en Espanol (ELE) to students in TBE and DL. In addition, our Native Language teacher conducts ongoing assessments such as baselines, conferences, and teacher tests to measure Spanish proficiency of our students.

5) Staff utilizes data from the NYSESLAT, LAB-R, and ELE to create instructional units that support the academic language development of each student. M.S. 22 has 30 Students with Interrupted Formal Education (SIFE) who receive additional support services to assist them in achieving grade level literacy levels in their native language, while assisting in the English acquisition process. SIFE students receive extended day instruction. There are 70 ELLs in school for less than three years (newcomers) who receive services from co- teachers to assist with differentiated instruction. They are also be offered the extended day and Saturday Academy. Newcomer ELLs who have been identified by their teachers and the ELL coordinator as needing extra support are offered services through our "Beginner Group" with a licensed ESL teacher five times a week. There are 72 ELLs receiving service for 4-6 years. They are invited to attend the extended day program and the Saturday Academy. There are 52 Long term ELLS who have been receiving services for more than six years. They receive support services, extended day, and Saturday Academy.

6) ELLs identified as having special needs will receive support services and provided effective instruction as per the IEPs. The ELL students in these subgroups are also offered after school programs four days a week for academic instruction and enrichment programs. The school works in collaboration with the community based organization LEAP to provide language-rich extra-curricular activities to the students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

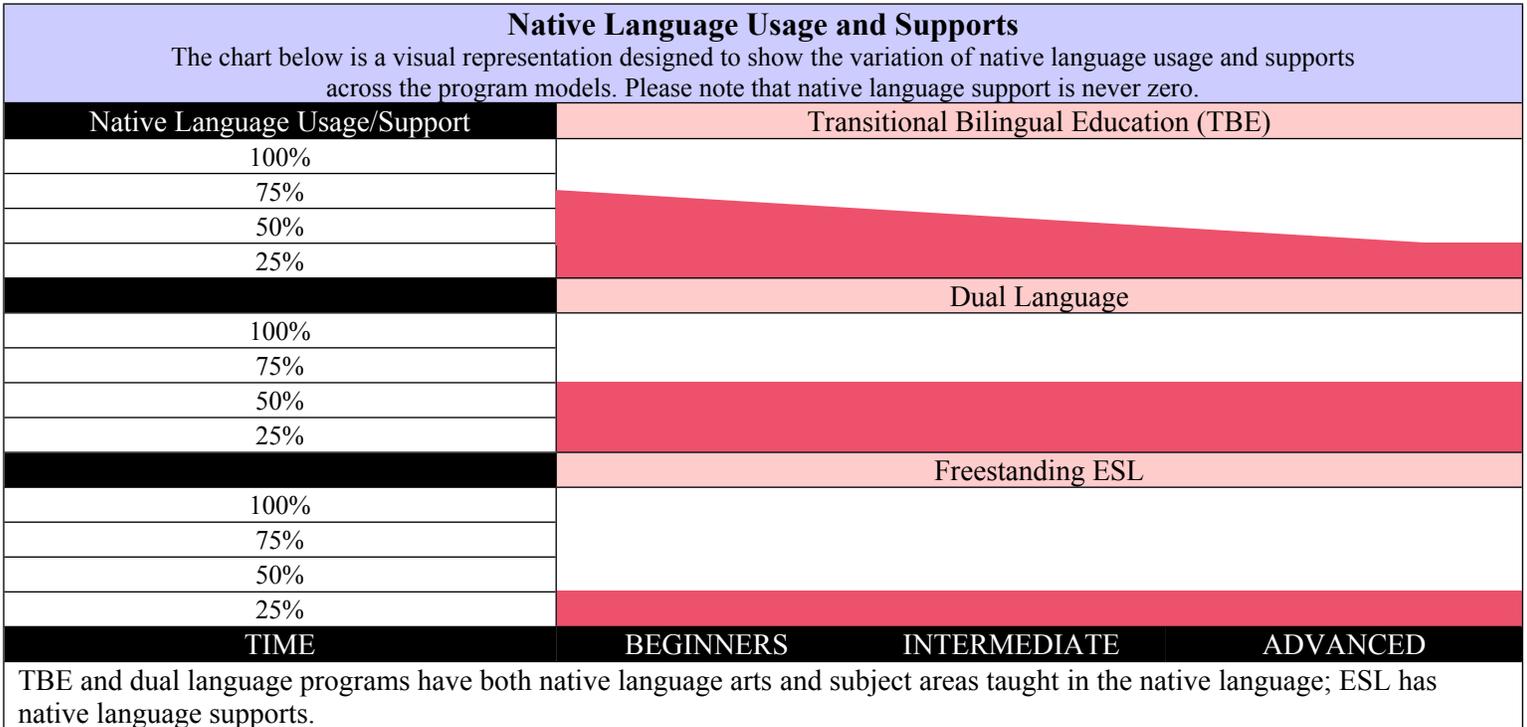
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL materials used)?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) ELL Saturday Academy: Students in grades 6-8 are serviced for a period of six Saturdays from February to April. Each class will have 20 students per class to address ELA, ESL, Math, Science, and Social studies. The Saturday Academy is offered to ELL students to enhance their language proficiency and to further prepare students for the NYSESLAT. The four modalities are used in the implementation of this program: speaking, listening, reading and writing. The materials used are "NYSESLAT and Beyond." Students are provided with many opportunities to use language in different contexts. Vocabulary development is emphasized and native language support is provided by teachers with ESL and bilingual licenses. Additionally, all ELL students attend our EMAP program (early morning academic program) where they receive targeted instruction in non-fiction reading strategies with a 10:1 student to teacher ratio.

9) We provide continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For two years we invite them to Saturday Academy and provide ESL support. Instructional materials and technology to support ELLs are Destination Math, Smartboards, laptop notebooks, and leveled libraries.

10 & 11) This year we will expand the leveled libraries in English and build leveled libraries in Spanish with the support of the Teachers College Reading and Writing Project (TCRWP). Required services, support, and resources correspond to ELL's ages and grade levels. We have a bilingual and dual language class on each grade. Parents of ELLs are invited to parent orientation sessions to introduce them to the school environment and select the appropriate program for their children. No programs/services for ELLs will be discontinued in the coming school year. During the school year 2011-2012, MS22 hired a fulltime ELL Coordinator in order to provide professional development to teachers of ELLs as well as support for students. We launched a new PD Cycle with the ELL Coordinator that consists of three 8-week cycles of mentoring teachers of ELLs throughout the course of the year. During these cycles, teachers receive professional development on incorporating targeted strategies for ELLs as well as push-in support from the ELL Coordinator.

12) ELLs at MS22 are offered equal access to all school programs. Included in these programs are our early morning academic program (EMAP) and our extended day after school program. ELLs are invited to and fully participate in these programs.

13) We use a number of instructional materials to support our ELLs. We have leveled libraries in each classroom and for our TBE classroom these focus on student reading levels A-K. Additionally the NLA classrooms have leveled libraries in Spanish to support the native language. All ESL teachers have Spanish-English dictionaries. We use a number of technological resources all housed under the Office of ELLs Learning Village. This program provides ELLs and their teachers with access to Destination Math, Destination Reading, Journeys Leveled Readers, Storytown, Storytown Intervention, Graphic Organizers (in English and Spanish), Science Builder, Social Studies content and many more. All aforementioned programs are available in English and Spanish to provide native language support as well as English instruction.

14) Native language support is delivered in each program model. In the TBE program, native language support is delivered through appropriate periods of NLA instruction, as well as in the content areas. In DL program, the native language support is provided by content area teachers as well as NLA instruction. In FS-ESL program, native language support is provided by the ESL teachers.

15) Required services and supports correspond to ELL's age and grade level. We specifically find books for ELLs that are on their reading level but also their interest level. ELLs follow standard grade-level curriculum in all content areas.

16) Newly enrolled ELLs and their families are invited to orientation at MS22 before the school year starts. Orientation includes meeting the principal, the parent coordinator, and other students. Families are given the opportunity to ask questions and hear about the different

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) ELL Saturday Academy: Students in grades 6-8 are serviced for a period of six Saturdays from February to April. Each class will have 20 students per class to address ELA, ESL, Math, Science, and Social studies. The Saturday Academy is offered to ELL students to enhance their language proficiency and to further prepare students for the NYSESLAT. The four modalities are used in the implementation of this program: speaking, listening, reading and writing. The materials used are "NYSESLAT and Beyond." Students are provided with many opportunities to use language in different contexts. Vocabulary development is emphasized and native language support is provided by teachers with ESL and bilingual licenses. Additionally, all ELL students attend our EMAP program (early morning academic program) where they receive targeted instruction in non-fiction reading strategies with a 10:1 student to teacher ratio.

9) We provide continuing transitional support for ELLs reaching proficiency on the NYSESLAT. For two years we invite them to Saturday Academy and provide ESL support. Instructional materials and technology to support ELLs are Destination Math, Smartboards, laptop notebooks, and leveled libraries.

10 & 11) This year we will expand the leveled libraries in English and build leveled libraries in Spanish with the support of the Teachers College Reading and Writing Project (TCRWP). Required services, support, and resources correspond to ELL's ages and grade levels. We have a bilingual and dual language class on each grade. Parents of ELLs are invited to parent orientation sessions to introduce them to the school environment and select the appropriate program for their children. No programs/services for ELLs will be discontinued in the coming school year. During the school year 2011-2012, MS22 hired a fulltime ELL Coordinator in order to provide professional development to teachers of ELLs as well as support for students. We launched a new PD Cycle with the ELL Coordinator that consists of three 8-week cycles of mentoring teachers of ELLs throughout the course of the year. During these cycles, teachers receive professional development on incorporating targeted strategies for ELLs as well as push-in support from the ELL Coordinator.

12) ELLs at MS22 are offered equal access to all school programs. Included in these programs are our early morning academic program (EMAP) and our extended day after school program. ELLs are invited to and fully participate in these programs.

13) We use a number of instructional materials to support our ELLs. We have leveled libraries in each classroom and for our TBE classroom these focus on student reading levels A-K. Additionally the NLA classrooms have leveled libraries in Spanish to support the native language. All ESL teachers have Spanish-English dictionaries. We use a number of technological resources all housed under the Office of ELLs Learning Village. This program provides ELLs and their teachers with access to Destination Math, Destination Reading, Journeys Leveled Readers, Storytown, Storytown Intervention, Graphic Organizers (in English and Spanish), Science Builder, Social Studies content and many more. All aforementioned programs are available in English and Spanish to provide native language support as well as English instruction.

14) Native language support is delivered in each program model. In the TBE program, native language support is delivered through appropriate periods of NLA instruction, as well as in the content areas. In DL program, the native language support is provided by content area teachers as well as NLA instruction. In FS-ESL program, native language support is provided by the ESL teachers.

15) Required services and supports correspond to ELL's age and grade level. We specifically find books for ELLs that are on their reading level but also their interest level. ELLs follow standard grade-level curriculum in all content areas.

16) Newly enrolled ELLs and their families are invited to orientation at MS22 before the school year starts. Orientation includes meeting the principal, the parent coordinator, and other students. Families are given the opportunity to ask questions and hear about the different

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) M.S. 22 hired a Spanish-speaking parent coordinator who translates all written publications that are sent out from the school. Many parents and teachers have volunteered to help with written translation when the parent coordinator is not available. We distribute a family handbook in both English and Spanish. We have provided parents with a translated Bill of Parents Rights and Responsibilities. We have the translation signs prominently posted in the main office. To ensure that all parents are provided with appropriate and timely information in a language they can understand, Middle School 22 has made it a priority to make sure that there is always a staff member or parent volunteer available the entire school day for translation purposes. Also, our school messenger service goes out to all parents in both English and Spanish. Parental involvement activities include PTA meetings once a month, field trips for parents with their students, and volunteer opportunities.

2) Parents are also invited to participate in Teachers College workshops where they learn how to support reading at home as well as helping their ELL children transition to high school. Translation services are available through our Parent Coordinator at these workshops.

3) We use the Home Language survey to determine the language needs of our parents. Additionally, the PTA gives surveys during meetings about feedback and concerns - choosing topics to cover at the following meeting. Our parent coordinator is always available for parents to come in and speak with to express concerns and ask questions - both in English and Spanish.

4) Based on parent feedback and needs, we structure our PTA meetings and workshops around what the parents request.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1) In our dual language program we use 85% English and 15% Spanish. T

2) ELLs and EPs are integrated for the entire day. All content areas are integrated. They receive all content area in English and one period of Spanish daily. English is the language of instruction and Spanish is provided for one period a day, or a content area is provided in the native language one period a day.

3) Our school day is separated into 8 instructional periods of 45 minutes each. Students in the Dual Language program receive Reading & Writing in English, Math in English, and Science in English (consisting of 6 periods). Students receive one period of NLA per day.

4) The Dual Language model used is self-contained.

5) The dual language model used is self contained. The emergent literacy is taught in English.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains content area teachers and APs in current ESL strategies and methodologies for first and second language

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1) ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains content area teachers and APs in current ESL strategies and methodologies for first and second language acquisition. The Teachers College Staff Developer is in the building for PD days during the 2011-2012 school year on November 9th, December 22nd, January 27th, February 3rd, April 30th, May 18th, June 11th, and June 14th. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared with the entire community (Principal, APs, all teachers of ELLs) to support growth and development of the teaching faculty. ESL /Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques for teaching vocabulary. Additionally, the ELL coordinator will conduct eight-week mentorships with teachers of ELLs to help them implement strategies in the classroom that are best practices for improving ELL academic achievement. The use of Teachscape will enable the ELL coordinator and teachers of ELLs to reflect on their practice and have a lasting impact on instruction.

2) All staff is trained and supported by school leadership and guidance counselors to assist ELLs as they transition from one school level to another. Our 8th grade ELLs meet with guidance counselors and teachers to go over specific promotional criteria and for extra support before they move to highschool. All of our guidance counselors are bilingual and meet with ELLs and their parents to provide strategies for the highschool process and transition.

3) All staff (assisstant principals, bilingual/ESL coordinators, common branches teachers, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, secretaries, parent coordinators) received the 7.5 hours of ELL training on our day long PD on November 8th, 2011.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) M.S. 22 hired a Spanish-speaking parent coordinator who translates all written publications that are sent out from the school. Many parents and teachers have volunteered to help with written translation when the parent coordinator is not available. We distribute a family handbook in both English and Spanish. We have provided parents with a translated Bill of Parents Rights and Responsibilities. We have the translation signs prominently posted in the main office. To ensure that all parents are provided with appropriate and timely information in a language they can understand, Middle School 22 has made it a priority to make sure that there is always a staff member or parent volunteer available the entire school day for translation purposes. Also, our school messenger service goes out to all parents in both English and Spanish. Parental involvement activities include PTA meetings once a month, field trips for parents with their students, and volunteer opportunities.

2) Parents are also invited to participate in Teachers College workshops where they learn how to support reading at home as well as helping their ELL children transition to high school. Translation services are available through our Parent Coordinator at these workshops.

3) We use the Home Language survey to determine the language needs of our parents. Additionally, the PTA gives surveys during meetings about feedback and concerns - choosing topics to cover at the following meeting. Our parent coordinator is always available for parents to come in and speak with to express concerns and ask questions - both in English and Spanish.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1) The assessment tool our school uses to assess early literacy skills is the TCRWP. Students are given independent reading books at their independent reading level as per TC assessments in order for students to make progress. The assessments indicated that our ELLs range from levels A-P (mainly newcomers) with the majority of ELLs with 4-6 years in the country falling in J-L. We purchased books at these levels.

Additional Information

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							7	3	4				
	I							7	15	4				
	A							36	43	24				
	P							12	14	19				
READING/ WRITING	B							16	16	11				
	I							20	25	20				
	A							24	29	19				
	P							3	5	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	37	14	3		54
7	50	22	1		73
8	28	17	0		45
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	20	6	15	10	6	3	1	2	63
7	23	1	35	0	15	0	2	0	76
8	28	0	1	1	1	0	0	0	31
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang 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									

B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Part VI: LAP Assurances

School Name: Jordan L. Mott

School DBN: 09x022

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Linda Rosenbury	Principal		10/14/11
Lynne Bourke-Johnson	Assistant Principal		10/14/11
Yaditza Rodriguez	Parent Coordinator		10/14/11
Miriam Tropp	ESL Teacher		10/14/11
Doreen Burke	Parent		10/14/11
Veronica Cedillo/ESL	Teacher/Subject Area		10/14/11
Kinnon McCall/ELL	Teacher/Subject Area		10/14/11
Rachel Feinberg	Coach		10/14/11
Esteban David	Coach		10/14/11
Seneida Sosa	Guidance Counselor		10/14/11
Calvin Hastings	Network Leader		10/14/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x022 **School Name:** Jordan L. Mott

Cluster: 5 **Network:** FHI360

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Out of our 194 ELLs, 182 are native Spanish speakers. We use both the HLIS, informal interviews with parents, and the program placement process to determine the written translation and oral interpretation needs. We maintain a record of all parents' primary languages in ATS and on students' blue cards.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of our school's written translation and oral interpretation needs were that our parents (even those parents whose students are not ELLs) predominantly require Spanish written and oral translation. We have a small number of parents who require other language translation. It was communicated to the school community that there are numerous resources available for staff to utilize in communication with families on the DOE website. We also gave professional development on the use of online translation tools, as well as provided the community with access to the NYC DOE's translation and interpretation phone number.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All family documents and school announcements (Parent/Teacher questions, calendars, meetings resources) are translated into Spanish by the parent coordinator and ELL coordinator. We translate into other languages based on parent needs using an outside vendor, parent volunteers, or online systems.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided on a daily basis for Spanish-speaking parents by our main office staff, our parent coordinator, and ELL coordinator (all fluent in Spanish). For parent meetings, the parent coordinator or a parent volunteer translates into Spanish. For our SLT meetings, we either use the parent coordinator or an outside contractor. Additionally, our home messaging service sends voicemails home about important dates and announcements in the school to all families in both English and Spanish.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The parent coordinator provided the Parent Bill of Rights to all parents in their respective native language. Signs are posted in parents' primary languages directing them to a staff member for interpretation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Jordan L. Mott School	DBN: 09x022
Cluster Leader: Debra Maldonado	Network Leader: Calvin Hastings
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 196 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 5

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: Our Title III supplemental program for ELLs consists of six Saturdays of test preparation for the NYS ELA, NYS Math, and NYSESLAT exams. We will service all 196 ELLs during six Saturdays in March and April. Saturday Academy will be from 9:00am - 1:00pm on designated days. During this time, ELLs will be divided into groups by grade level and spend half the time on ELA and NYSESLAT work, and the other half on Math preparation. The language of instruction will be English in ELA and NYSESLAT, and in the native language for Math for students in TBE and DL programs. We will have two certified bilingual math teachers, and three certified ESL teachers. For Math and ELA materials, we will use Destination Math and Destination Reading. For NYSESLAT preparation, we will use NYSESLAT and Beyond books.

Part C: Professional Development

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

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

Begin description here:

ESL teachers participate in common planning with ELA teachers so that they are knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school's curriculum. Our Teachers College Staff Developer trains teachers in current ESL strategies and methodologies for first and second language acquisition. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. ESL /Bilingual teachers use two common planning periods to share curriculum information, and instructional materials, learn about the components of a Balanced Literacy Program and the importance of techniques for teaching vocabulary. Additionally, the ELL coordinator will conduct six-week mentorships with teachers of ELLs to help them implement strategies in the classroom that are best practice for improving ELL academic achievement. The use of Teachscape will enable the ELL coordinator and teachers of ELLs to reflect on their practice and have a lasting impact on instruction.

Part D: Parental Engagement Activities

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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: M.S. 22 hired a Spanish-speaking parent coordinator who translates all written publications that are sent out from the school. Many parents and teachers have volunteered to help with written translation when the parent coordinator is not available. We distribute a family handbook in both English and Spanish. We have provided parents with a translated Bill of Parents Rights and Responsibilities. We have the translation signs prominently posted in the main office. To ensure that all parents are provided with appropriate and timely information in a language they can understand, Middle School 22 has made it a priority to make sure that there is always a staff member or parent volunteer available the entire school day for translation purposes

Part E: Budget

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

Allocation Amount: \$28368

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$14,205.18	- 6 sessions of 5 hours @ \$52.21 including fringes. One supervisor to ensure safety and improve teaching and learning. -6 sessions of 4 hours each @ \$49.89. 10 teachers -6 sessions of 4 hour each @ \$ 27.72. 1 paraprofessional to support special education students.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$12,150	ELL specialist from Teacher's College will work with teachers to provide visuals in the classroom and provide strategy lessons/shared reading for ELLs. Teacher's College will be present for 23 staff development days as well as provide 25 workshop days for our teachers.
Supplies and materials <ul style="list-style-type: none"> • Must be 	\$2,000	Leveld books from Lee and Low. The Lee and Low books provide English

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$28368

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		Language Learners with books matched to their reading levels as well as a chance to see themselves in their books as they read. Lee and Low provides read-aloud texts and independent reading books with diverse characters who have many of the same experiences our English Language Learners have which keep our students engaged.
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	\$28,355.18	