



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME** : ASPIRE PREPARATORY MIDDLE SCHOOL

**DBN**: 11X322

**PRINCIPAL**: MR. STEVEN COBB

**EMAIL**: SCOBB@SCHOOLS.NYC.GOV

**SUPERINTENDENT**: MS. ELIZABETH WHITE

**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
Mr. Steven Cobb	*Principal or Designee	
Ms. Carmen Nelson	*UFT Chapter Leader or Designee	
Mr. Wetherington	*PA/PTA President or Designated Co-President	
Ms. Teresa Lozada	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mr. Laron Gaskin	Member/ Parent	
Mr. Michael Hamlett	Member/ Parent Title 1 Chair	
Rosanna Jimenez	Member/Secretary	
	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**

By June 2012, ELA teachers will increase by 2% the students scoring at or above grade level on the ELA state exam as compared to the 2010-2011 state scores. This will be achieved by focusing on higher standards and rigorous lessons aligned to the Common Core Learning Standards (CCLS) in our literacy program.

### **Comprehensive needs assessment**

Our school is a Title 1 school that went from a grade of C (32.6) in 2009-2010 to an F (13.6) on their 2010-2011 Progress Report. The school also received an F (7.0 out of 60 points) on their Progress grade and an F (1.2 points out of 15) on their Environment grade according to their 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey also showed the school scored a 5.5 out of 10 points on "Engagement." The school has a State accountability status (NCLB status) of "Improvement (year 1) Comprehensive" identified for the subjects of- ELA- for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).

- School did not make AYP in this area.
- School experienced negative growth in outcomes on NYS ELA exam for most subgroups.
- Curriculum audit revealed deficit in reading instruction; specifically, in grammar/conventions and explicit reading strategy and skill instruction at all grade levels
- Curriculum audit revealed deficit in literacy instruction in science and social studies courses.

### **Instructional strategies/activities**

- Develop and implement a compulsory Reading course that is aligned to key New York State CCLS at each grade
  - a) Course will focus on the reading and analysis grade-level literature to address student weaknesses in reading comprehension. Further emphasis will be given to the analysis of literary elements, figurative language and reading comprehension strategies—areas of school-wide weakness as evidenced by an item analysis of past NYS English Language Arts exams.
  - b) Licensed and highly qualified teachers were recruited to develop and teach the Reading courses.
  - c) Teachers were charged with designing the curriculum inclusive of all unit, benchmark and interim assessments.
  - d) Development of the course began in the spring of 2011 and the course was launched in September 2011.
- Develop and implement a compulsory Language Arts course aligned to key New York State CCLS at each grade.
  - a) Course will focus on the reading and analysis of informational text to address student need and curriculum deficits. Further emphasis will be given to the analysis of author's craft, author's purpose/intent and writing conventions areas of school-wide weakness as evidenced by an item analysis of past NYS English Language Arts exams.
  - b) Licensed and highly qualified teachers were recruited to develop and teach the Language Arts courses.
  - c) Teachers were charged with designing the curriculum inclusive of all unit, benchmark and interim assessments.
  - d) Development of the course began in the spring of 2011 and the course was launched in September 2011.
  - e) Development of the course began in the spring of 2011 and the course was launched in September 2011.
- Identify key NYS CCLS to integrate into science and social studies curriculum.
  - a) Focus learning and instruction on the mastery of key CCLS by designing units of study, and assessments, to ensure student mastery of selected

standards

- b) Ongoing professional development around “unpacking” CCLS and creating standards-aligned units, assessments, objectives and learning activities.
- c) Teachers designed the yearlong plan as well as collaboratively design unit plans inclusive of assessments.
- d) The integration of CCLS into the science and social studies curriculum began in the summer of 2011 and the newly revised courses were launched in September 2011.

#### **Strategies to increase parental involvement**

- Provide discipline specific workshops and trainings for parents/guardians to deepen their knowledge of the CCLS and ways they can support academic achievement for their child/student.
- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- PTA is active with an office allocated for their business with computer stations
- Full time parent coordinator is on staff who will provide parent workshops to parents in order to inform and make the school an inviting place.
- SLT is operational and meet monthly
- Have workshops on High School Articulation
- We have workshops on aris links, Jupiter Grades, Computer Literacy
- Administration met with parents on school’s report card grade and persistently dangerous status
- Monthly Coffee with the principal meeting
- Town hall meetings occurring afterschool, during school and by appointment

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Work closely with Teach NYC to identify highly-qualified, pre-screened candidates to interview
- Use school website to advertise vacancies and electronically collect applications
- Advertise in the New York Times classified section
- Advertise on Monster.com
- Advertise on idealist.org
- Work with Teach for America and New York City Teaching Fellows to identify quality candidates for interview
- Contact colleges of education at Lehman, City College and Hunter to identify teaching candidates
- Attend City sponsored job fairs to identify qualified candidates

#### **Service and program coordination**

- Title I funds are used to support the salary of a Literacy Coach as well as to partially fund additional teachers to ensure personnel to cover increased literacy program
- Teacher programs have been designed to allow 93% of teachers time to provide small-group, pull-out instruction to students in need of additional literacy support

#### **Budget and resources alignment**

- SWP, TLFSF were used to hire of instructional coaches
- SWP, TLFSF were used for professional Development opportunities provided to instructional coaches
- SWP, TLFSF were used for additional teachers to cover enlarged core program
- SWP, TLFSF were used for having a dean for each grade level

- Each dean given PBIS professional development to turn-key to grade level teachers as a part of teacher mentoring

**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.**

By June 2012, Math teachers will increase by 2% the students scoring at or above grade level in the Math state exam as compared to the 2010-2011 state scores. This will be achieved by making improvements to our current curriculum maps and instruction.

**Comprehensive needs assessment**

The school did not make AYP in this area.

Our school is a Title 1 school that went from a grade of C (32.6) in 2009-2010 to an F (13.6) on their 2010-2011 Progress Report. The school also received an F (7.0 out of 60 points) on their Progress grade and an F (1.2 points out of 15) on their Environment grade according to their 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey also showed the school scored a 5.5 out of 10 points on “Engagement.” The school has a State accountability status (NCLB status) of “Improvement (year 1) Comprehensive” identified for the subjects of- ELA- for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).

**Instructional strategies/activities**

Develop and implement a compulsory Math Concepts course that is aligned to key New York State CCLS at each grade

- a) The Math Concepts and Communications course attends to the four-fold focus and mathematical practices by deepening students theoretical understanding, sharpening critical and abstract thinking abilities and honing their ability to communicate mathematically. Course will focus on analysis on comparing and contrasting of math concepts and theories through conversation, debate and in writing. This course places a premium on the “what” and “why” of mathematics as well as on the precise usage of math vocabulary and language.
- b) Licensed and highly qualified teachers were recruited to develop and teach the Math Concepts and Communication courses.
- c) Teachers were charged with designing the curriculum inclusive of all unit, benchmark and interim assessments.
- d) Development of the course began in the spring of 2011 and the course was launched in September 2011.

Develop and The Math Problem Solving and Computation course that is aligned to key New York State CCLS at each grade

- a) Course attends to the four-fold focus and mathematical practices by teaching students to apply problem solving strategies to real-life problems. Although we train students to use the GOAL (Gather, Organize, Answer, Look Back) problem solving method, the ultimate goal is for students to develop a repertoire of strategies with which they feel comfortable using to effectively solve problems. Along with strengthening problem solving skills, students will also focus on improving their ability to perform mathematical computations quickly and accurately using mental math strategies, pencil and paper, and technology. This course focuses on the “how” of mathematics with an emphasis on improving speed and precision.
- b) Licensed and highly qualified teachers were recruited to develop and teach the Language Arts courses.
- c) Teachers were charged with designing the curriculum inclusive of all unit, benchmark and interim assessments.
- d) Development of the course began in the spring of 2011 and the course was launched in September 2011.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- PTA is active with an office allocated for their business with computer stations
- Full time parent coordinator is on staff who will provide parent workshops to parents in order to inform and make the school an inviting place.
- SLT is operational and meet monthly
- Have workshops on High School Articulation
- We have workshops on aris links, Jupiter Grades, Computer Literacy
- Administration met with parents on school’s report card grade and persistently dangerous status
- Monthly Coffee with the principal meeting
- Town hall meetings occurring afterschool, during school and by appointment

#### **Strategies for attracting Highly Qualified Teachers (HQT).**

- Work closely with Teach NYC to identify highly-qualified, pre-screened candidates to interview
- Use school website to advertise vacancies and electronically collect applications
- Advertise in the New York Times classified section
- Advertise on Monster.com
- Advertise on idealist.org
- Work with Teach for America and New York City Teaching Fellows to identify quality candidates for interview
- Contact colleges of education at Lehman, City College and Hunter to identify teaching candidates
- Attend City sponsored job fairs to identify qualified candidates

#### **Service and program coordination**

- Title I funds are used to support the salary of a Math Coach as well as to partially fund additional teachers to ensure personnel to cover increased Mathematics program
- Teacher programs have been designed to allow 93% of teachers time to provide small-group, pull-out instruction to students in need of additional mathematics support

#### **Budget and resources alignment**

- SWP, TLFSF were used to hire of instructional coaches
- SWP, TLFSF were used for professional Development opportunities provided to instructional coaches
- SWP, TLFSF were used for additional teachers to cover enlarged core program
- SWP, TLFSF were used for having a dean for each grade level

- Each dean given PBIS professional development to turn-key to grade level teachers as a part of teacher mentoring

### 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**

Positive Behavioral Intervention Systems (PBIS) initiatives at the school will continue to focus on reducing principal and superintendent suspension by 5% in 2011-2012 from 2010-2011 as measured by OORS . The school's PBIS Team will continue to serve as the inquiry-based behavior team that will lead this work.

#### **Comprehensive needs assessment**

The school has being designated as persistently dangerous.

At the start of each month, a data report is generated that shows the number of incidents entered into OORS to date and which behaviors are repeatedly addressed. Based on the information in OORS, strategies are discussed with staff to manage or prevent similar issues in the upcoming month. Teachers discuss the strategies and inform the deans of their plans. At the end of each month, a data analysis report is generated to compare the current month from 2010 to 2011. A graph is created showing the percentage improvement over the two years. The Disciplinary team analyzes the data for the month (found in OORS) and reviews which initiatives in PBIS are effective, which are ineffective, and which teachers generate the greatest number of incidents placed in OORS. Data is also analyzed to determine which students are repeatedly struggling with certain behaviors. The guidance office is made aware of results of the data review and brought in to offer counseling, parent outreach, incentives to better behavior, and recommendations whenever deemed necessary. Each grade level PLT is issued a report for the month on the numbers of incidents placed in OORS from their grade level and which teacher is issuing the most referrals for OORS reporting. The PLT reviews the grade level report and develops strategies to assist teachers who have difficulty managing a class. The final decision on how incidents are entered into OORS is discussed with the Discipline team and a supervisor to ensure that details, wording, and facts are accurate.

Our school is a Title 1 school that went from a grade of C (32.6) in 2009-2010 to an F (13.6) on their 2010-2011 Progress Report. The school also received an F (7.0 out of 60 points) on their Progress grade and an F (1.2 points out of 15) on their Environment grade according to their 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey also showed the school scored a 5.5 out of 10 points on "Engagement." The school has a State accountability status (NCLB status) of "Improvement (year 1) Comprehensive" identified for the subjects of- ELA- for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).

#### **Instructional strategies/activities**

- Develop three deans and PBIS internal coaches, use of SWIS data management system to track disciplinary offenses, weekly meetings to analyze discipline data and planning, devoted time for PBIS lessons and boosters. PBIS will be supported and reinforced by using a reward system, modeling appropriate behaviors, following school wide disciplinary procedures and following the ladder of referral. Appropriate and specific rewards and consequences through PBIS and PREP will be used as both an incentive for students to demonstrate good behavior and a deterrent to misbehavior. In addition to PBIS, Aspire has Advisory, Peer Mediation, grade Level Deans for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade, parent advocates, student advocate, parent coordinator, SSST Team to address specific mandates for behavioral, academic and social coherence. Behavioral expectations will be posted in hallways, classrooms, and shared spaces (auditorium, cafeteria, and gymnasium) to serve as a reminder of the appropriate behavior in that setting. Professional Development on PBIS for Disciplinary staff who will turnkey it to teaching staff in PLT or PD. PD on best practices, differentiation for instruction, creating a culture of respect in the classroom, and integrating literacy in all disciplines and in all content areas. Discussions with students in Advisory classes on cooperation, problem solving and how to respond to stressful situations.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- PTA is active with an office allocated for their business with computer stations
- Full time parent coordinator is on staff that will provide parent workshops to parents in order to inform and make the school an inviting place.
- SLT is operational and meet monthly
- Have workshops on High School Articulation
- We have workshops on Aris links, Jupiter Grades, Computer Literacy

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Develop three Deans and PBIS internal coaches.
- Work closely with Teach NYC to identify highly-qualified, pre-screened candidates to interview
- Use school website to advertise vacancies and electronically collect applications
- Advertise in the New York Times classified section
- Advertise on Monster.com
- Advertise on idealist.org
- Work with Teach for America and New York City Teaching Fellows to identify quality candidates for interview
- Contact colleges of education at Lehman, City College and Hunter to identify teaching candidates
- Attend City sponsored job fairs to identify qualified candidates

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Title I funds are used to support the salary of a Literacy Coach as well as to partially fund additional teachers to ensure personnel to cover increased literacy program  
Teacher programs have been designed to allow 93% of teachers time to provide small-group, pull-out instruction to students in need of additional literacy support

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- SWP, TLFSF used to hire of instructional coaches
- SWP, TLFSF were used for professional Development opportunities provided to instructional coaches
- SWP, TLFSF were used for additional teachers to cover enlarged core program
- SWP, TLFSF were used for having a dean for each grade level
- SWP, TLFSF were used for each dean to be given PBIS professional development to turn-key to grade level teachers as a part of teacher mentoring

## 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.**

By June 2012, 100% of teachers will participate in two formal observations and six informal observations. Principal and Assistant Principals will use these cycles of observation to provide feedback to all teachers in order to help improve classroom instruction using Charlotte Danielson's Framework for Teaching as a guide.

### **Comprehensive needs assessment**

Improve teacher quality and effectiveness

- We did not meet AYP for Math and ELA.
- We received an F rating on our Progress Report
- We had a negative growth report in ELA, Math, and Science.

Our school is a Title 1 school that went from a grade of C (32.6) in 2009-2010 to an F (13.6) on their 2010-2011 Progress Report. The school also received an F (7.0 out of 60 points) on their Progress grade and an F (1.2 points out of 15) on their Environment grade according to their 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey also showed the school scored a 5.5 out of 10 points on "Engagement." The school has a State accountability status (NCLB status) of "Improvement (year 1) Comprehensive" identified for the subjects of- ELA- for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).

### **Instructional strategies/activities**

Ongoing development around Danielson rubric, enhanced observation cycle for administrators.

In order to improve teacher practice, data is collected from the observations to analyze the different components of the Charlotte Danielson rubric for the purpose of developing individualized teacher development plans. Teachscape and other data tracking tools are used to effectuate said goal. The specific data that is tracked are how the teachers do on the different parts of the Charlotte Danielson rubric. Their strengths are illuminated along with deficits that surface. Their professional development is geared towards said gaps that are highlighted.

### **Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- PTA is active with an office allocated for their business with computer stations
- Full time parent coordinator is on staff who will provide parent workshops to parents in order to inform and make the school an inviting place.
- SLT is operational and meet monthly
- Have workshops on High School Articulation
- We have workshops on aris links, Jupiter Grades, Computer Literacy
- Administration met with parents on school's report card grade and persistently dangerous status

- Monthly Coffee with the principal meeting
- Town hall meetings occurring afterschool, during school and by appointment

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Work closely with Teach NYC to identify highly-qualified, pre-screened candidates to interview
- Use school website to advertise vacancies and electronically collect applications
- Advertise in the New York Times classified section
- Advertise on Monster.com
- Advertise on idealist.org
- Work with Teach for America and New York City Teaching Fellows to identify quality candidates for interview
- Contact colleges of education at Lehman, City College and Hunter to identify teaching candidates
- Attend City sponsored job fairs to identify qualified candidates

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Teacher programs have been designed to allow 93% of teachers time to provide small-group, pull-out instruction to students in need of additional literacy support

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I funds are used to support the salary of a Literacy and Math Coach as well as to partially fund additional teachers to ensure personnel to cover increased literacy and math program
- SWP, TLFSF were used to hire of instructional coaches
- SWP, TLFSF were used for professional Development opportunities provided to instructional coaches
- SWP, TLFSF were used for additional teachers to cover enlarged core program
- SWP, TLFSF were used for having a dean for each grade level
- SWP, TLFSF were used for each dean to be given PBIS professional development to turn-key to grade level teachers as a part of teacher mentoring
- SWP, TLFSF were used to develop three Deans and PBIS internal coaches
- SWP, TLFSF were used for professional Development around the Charlotte Danielson framework for the Literacy Coaches along with the City Expectations that is turn-keyed to teachers

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	24	26	0	0	10	0	12	1
<b>7</b>	37	39	0	0	6	0	12	0
<b>8</b>	47	44	0	0	6	1	14	0

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
<b>ELA</b>	<p>AIS pull out services done three times a week to reading comprehension. This is delivered in a small group setting during the day. The program involves explicit teaching of reading strategies. A pre-test and post test are administered to determine mastery.</p> <p>Early Bird- open to all students where they are given tutoring from a teacher two days a week in order to improve reading and math skills. This occurs before school starts. One week the focus is math the other week is English instruction.</p> <p>We offer peer-tutoring afterschool in partnership with the Fordham University female basketball team who tutor our students alongside Aspire students.</p>
<b>Mathematics</b>	<p>AIS pull out services done three times a week to build on math deficits. This is delivered in a small group setting during the day. The program involves explicit teaching of math skills/strategies. A pre-test and post test are administered to determine mastery.</p> <p>Early Bird- open to all students where they are given tutoring from a teacher two days a week in order to improve reading and math skills. This occurs before school starts. One week the focus is math the other week is English instruction.</p> <p>IXL math is a program designed to reinforce math skills. The program is available to all students. Math teachers use the computer lab to practice the skills necessary to increase mastery in the deficit areas.</p> <p>An Integrated Algebra course is being offered before class twice a week to select students. This happens before school.</p> <p>We offer peer-tutoring afterschool in partnership with the Fordham University female basketball team who tutor our students alongside Aspire students</p>
<b>Science</b>	<p>Supplemental science instruction provided after school and on Saturdays for 8<sup>th</sup> grade students during the spring semester.</p>
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	<p>There is a student advocate who has a caseload of at-risk students she works with</p> <p>There are two social work interns from Lehman College who have a case load of at-risk students</p>

<b>At-risk Services provided by the School Psychologist</b>	There is one student that is seen by the school psychologist intern.
<b>At-risk Services provided by the Social Worker</b>	There is a social worker who has a caseload of students who are mandated for counseling by their IEP. There are also two social worker interns who provide at-risk services to students.
<b>At-risk Health-related Services</b>	There is one student that has health related services

**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 1<sup>st</sup> 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** \_11X322\_\_\_\_\_      **School Name:** \_Aspire Preparatory\_\_\_\_\_

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)    Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school is a Title 1 school that went from a grade of C (32.6) in 2009-2010 to an F (13.6) on their 2010-2011 Progress Report. The school also received an F (7.0 out of 60 points) on their Progress grade and an F (1.2 points out of 15) on their Environment grade according to their 2010-2011 Progress Report. The 2010-2011 Learning Environment Survey also showed the school scored a 5.5 out of 10 points on "Engagement." The school has a State accountability status (NCLB status) of "Improvement (year 1) Comprehensive" identified for the subjects of- ELA- for not making AYP for the following subgroups: All students, SWD, Black, Hispanic, LEP and ED according to the 2010-2011 Accountability Overview Report (Report Card).

- Academic issues that caused our school to be identified:
  - Insufficient rigor in curriculum and instruction
  - Inadequate differentiation to meet the needs of students with varied learning needs
  - Insufficient support for ESL students above and beyond mandated ESL services

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- We will provide supplemental instruction after school, on weekends and during school breaks for identified students and groups.
- We will provide research-based professional development for teachers after school, on weekends, and during school breaks in English Language Arts, Mathematics and science
- We will provide specialized professional development for all teachers on differentiating instruction for ESL students as well as for students with IEPs.

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

- We've used our funds to supplement the salary of full-time instructional coaches that work with teachers in curriculum design, instructional delivery and deepening content and pedagogical knowledge.

- We have allocated funds to support professional development for teachers; specifically, for improving instruction to English Language Learners and students with Individual Education Plans.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- New teachers receive one-to-one mentoring from an experienced teacher for two periods each week.
  - New teachers are also paired with a buddy teacher with whom they meet on a regular basis.
  - Teacher mentors also provide series of workshops targeted for new teachers around lesson planning, data-driven instruction, classroom management and other weaknesses observed during peer-observations.
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 send a letter to parents in multiple languages
  - We will inform parents via telephone in multiple languages
  - We will post information on our website
  - We will hold a Town Hall meeting to explain our SINI status and our next steps

**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 <b>Jose Ruiz/Rudy Rupnarain</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>322</b>
School Name <b>Aspire Preparatory Middle School</b>			

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

Principal <b>Mr. Steven Cobb</b>	Assistant Principal <b>Dr. Marvin Jennings</b>
Coach	Coach
ESL Teacher <b>Ms. Alicia Loarte</b>	Guidance Counselor <b>Ms. A. Ortiz</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Irene Estrada-Lukaj</b>
Related Service Provider <b>Ms. Simms/Speech</b>	Other <b>type here</b>
Network Leader <b>Rudy Rupnarain</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>400</b>	Total Number of ELLs	<b>44</b>	ELLs as share of total student population (%)	<b>11.00%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## 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. 

Paste response to questions 1-6 here

As students enter Aspire Preparatory they are received by Ms. Warfield, the pupil personnel secretary. She begins registration and gives them the necessary documentation which includes a Home Language Identification Survey. The ESL teacher is asked to interview the parent and is given the Home Language Survey for verification. After careful review of the HLIS and an oral interview, the LAB-R is administered to students entering a public school for the first time. Latino students are given a Spanish LAB-R to determine their abilities in their native language. Based on the results of the LAB-R, students are offered available programs within the school to help them gain skills in all the strands of language. Optional programs can be made available if and when we have enough students to fill that specific program. Contact is maintained with parents throughout the screening process and will be informed by mail of the results of their child's LAB-R scores and their entitlement/non-entitlement ESL services. A parent orientation meeting follows the above mentioned procedures. An orientation video in 13 different languages is presented as part of the presentation. The goal of the meeting is to meet with the parents, make them feel comfortable about the entire process, and help them make a conscientious decision based on the needs of their child. The process of identification ends with the appropriate placement of the student in the selected program as per parent consent. Entitlement letters and program selection forms are distributed during the orientation presentation or via the student. To ensure that all entitlement letters and program selection forms are returned, parents/guardians are called by the ESL teacher and parent coordinator.

Parents have consistently chosen to support the freestanding ESL model offered by Aspire Preparatory Middle School as they feel that this model provides their children with the most inclusive setting to ensure their emotional and academic growth and social integration and to afford them the opportunity to become vocal citizens within the school community.

The Aspire Preparatory Middle School ESL program and larger school community create consistent opportunities for parental involvement through quarterly conferences, formal and informal advisory calls and meetings, and an "open school" policy in relation to parental visits.

Aspire Preparatory Middle School is one of three schools on the Franklin D. Whalen campus with a focus on communication, high expectations and providing equitable opportunities for all students to gain full access to challenging curricula, including the integration of technology. Parents chose to enroll their children at Aspire because of a consistency between their educational expectations and what Aspire delivers in terms of instructional models, academic expectations, and social environment. Aspire staff understand that students learn best when the school community acknowledges and respects their knowledge and cultural and linguistic backgrounds.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 24

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="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	15
SIFE		ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	15

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. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18		2	11		3	15		7	44
<b>Total</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>0</b>	<b>3</b>	<b>15</b>	<b>0</b>	<b>7</b>	<b>44</b>

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

**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														0
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
<b>TOTAL</b>	<b>0</b>													

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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	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							12	10	7					29
Chinese														0
Russian														0
Bengali														0
Urdu								2	1					3
Arabic							1		3					4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1	2	1					4
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>15</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>

## 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

**A. Programming and Scheduling Information**

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?

Paste response to questions 1-7 here  
Programming and Scheduling Information

At Aspire Preparatory Middle School, ESL instruction is implemented through the pull-out model. All students are receiving service according to their LAB-R and/or NYSESLAT level based on the instructional unit requirements as per CR Part 154. The pull out model is un-graded. The allotted time periods are 45 minutes. Students receive one or two periods of ESL a day based on proficiency levels. The students are not pulled out according to their grade level but based on their proficiency level determined by the LAB-R and or NYSESLAT results. The groupings, however are predominantly heterogeneous.

In Aspire Preparatory Middle School, each ESL student is receiving the mandated number of instructional minutes in ESL through the implementation of numerous instructional models. All ELLs are receiving services through the pull-out model. The staff is organized around grade and content teams with ESL instructors participating in all instructional decisions as equal team members. We also use all available time (i.e. early bird program) to service our ESL students.

To make content comprehensible and to enrich language, a variety of instructional methods are used in both ESL and content area classes. Curriculum implementation and classroom instruction change as students develop academic and linguistic competence while beginning to take charge of their learning. The types of scaffolding used will include modeling, bridging, contextualization, schema building, text representation and metacognition. Instruction will therefore consist of students participating in activities that require them to formulate, ask and respond to questions to provide information and meaning. Students will be responsible for presenting information in clear, oral and graphic form, applying learning strategies, as well as making oral and written texts comprehensible and meaningful. Students will be encouraged to identify key elements in texts and relate those features to the students' own experiences. The students will share cross-cultural experiences and ideas with others. Students will engage in a variety of student groupings to discuss and share experiences, ideas, information and opinions to questions.

**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:

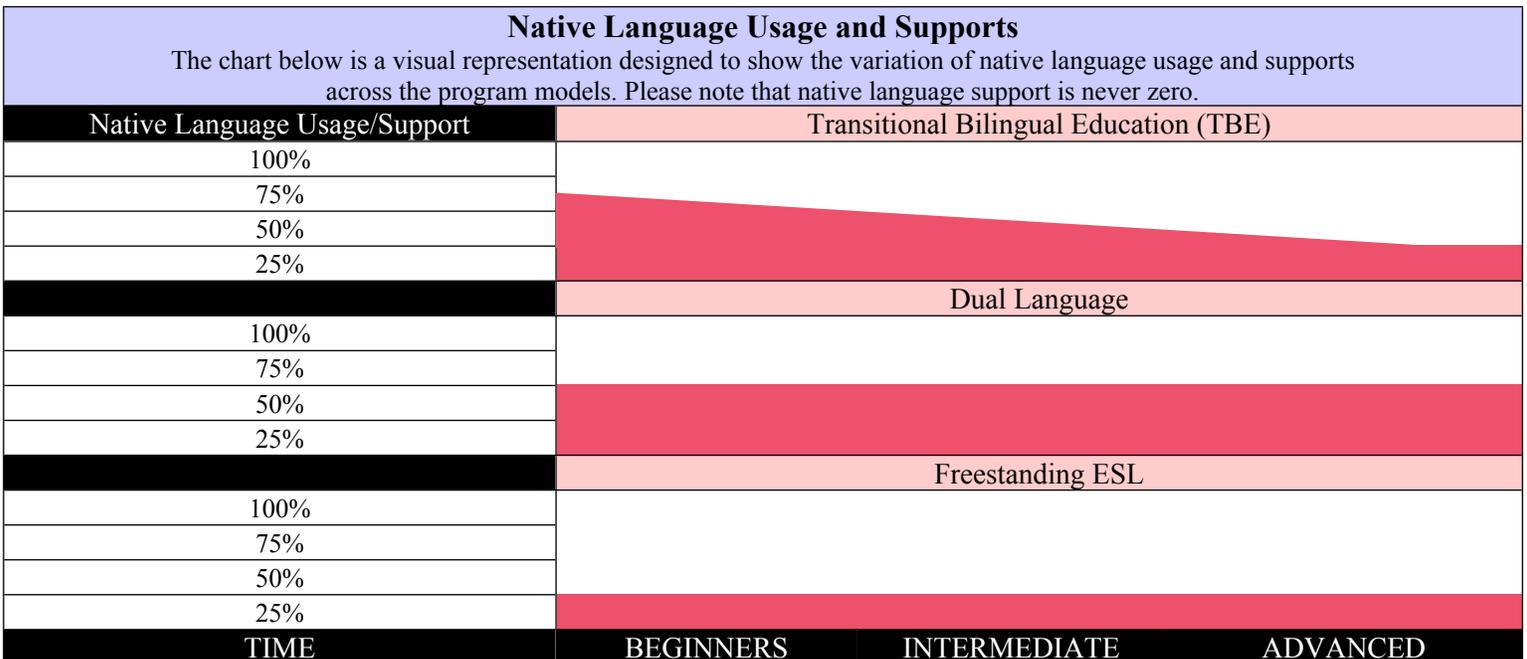
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Native Language Arts	
Social Studies:	
Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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?

Paste response to questions 8-17 here

To make content comprehensible and to enrich language, a variety of instructional methods are used in both ESL and content area classes. Curriculum implementation and classroom instruction change as students develop academic and linguistic competence while beginning to take charge of their learning. The types of scaffolding used will include modeling, bridging, contextualization, schema building, text representation and metacognition. Instruction will therefore consist of students participating in activities that require them to formulate, ask and respond to questions to provide information and meaning. Students will be responsible for presenting information in clear, oral and graphic form, applying learning strategies, as well as making oral and written texts comprehensible and meaningful. Students will be encouraged to identify key elements in texts and relate those features to the students' own experiences. The students will share cross-cultural experiences and ideas with others. Students will engage in a variety of student groupings to discuss and share experiences, ideas, There is a new Text Connections program that is being implemented with the advanced ESL students this year. It is a reading program that is constructed to move the students up at least one proficiency level. There is also additional support given during the early bird program in both ELA and math with the ESL teacher.

At Aspire Preparatory

Middle School, we use a variety of instructional materials to ensure that all of the modalities are being taught in the most effective way possible. All teachers strive to create lessons that adhere to all students through the use of computers, smart boards, visual aids, audio and video materials. There are listening centers in place to enhance the students' auditory and visual learning. There are ESL materials which include text books, workbooks, bilingual libraries that cater to all grade levels, picture dictionaries, glossaries, flash cards, instructional games, and other language manipulatives.

There is a new Text Connections program that is being implemented with the advanced ESL students this year. It is a reading program that is constructed to move the students up at least one proficiency level. There is also additional support given during the early bird program in both ELA and math with the ESL teacher.

Native language support is delivered in the pull-out instructional model by enabling the students to use language dictionaries in their first language. Using this method, students can transfer their content knowledge in their own language (L1) to their knowledge in the English language (L2). Instruction is also given or clarified in their native language when necessary. They are also given additional support and materials in their native language to help support their transition into their second language. This support is given in a pull-out instructional setting with great emphasis in creating an atmosphere of trust, respect, and tolerance towards their uniqueness.

## 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)?

Paste response to questions 1-5 here

### 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.

Paste response to questions 1-3 here

### 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?

ESL teacher at Aspire Preparatory Middle school regularly attends professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated data driven instruction. The ESL teacher, the Literacy Coach and other staff members have attended a three part QTEL training series, workshops on diagnostics, NYSESLAT and Beyond workshop, and other skill building seminars. The ESL teacher will be attending a series of workshops during the months of November, April, and May with a focus on building theoretical base for the development of pedagogical expertise, learn strategies that may be applied in the teaching of reading in Language Arts, Science and Social Studies, and experience tasks that provide access to challenging academic content and promote the engagement of all students. Paste response to questions 1-4 here

## 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
Beginner(B)							1	2	7					10
Intermediate(I)							4	9	4					17
Advanced (A)							8	6	2					16
Total	0	0	0	0	0	0	13	17	13	0	0	0	0	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	2				
	I							1	1	2				
	A							6	9	2				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							5	6	5				
	B							0	2	6				
	I							4	9	4				
	A							7	5	2				
	P							1	1	0				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	2	4	0	9
7	12	2	0	0	14
8	7	5	0	0	12
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	3	0	5	0	4	0	0	0	12
7	9	0	5	0	2	0	0	0	16
8	4	0	4	0	0	0	0	0	8
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

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

### 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.

Paste response to questions 1-6 here

Aspire uses different types of assessment tools to profile student's attitudes, interests, experience, skills, knowledge, learning styles and multiple intelligences. Fountas and Pinell, work samples, observation data, dialogue with the student, work samples, quizzes and tests, interim assessments, and the NYSESLAT are some of the assessment tools we are constantly using to better plan instruction for our ELL

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Steven Cobb	Principal		11/3/11
Marvin Jennings	Assistant Principal		11/3/11
Irene Estrada	Parent Coordinator		11/3/11
Alicia Loarte	ESL Teacher		11/3/11
	Parent		
Christopher Joanis/ Advisory	Teacher/Subject Area		11/3/11
	Teacher/Subject Area		
	Coach		
	Coach		
Adylia Castro-Ortiz	Guidance Counselor		11/3/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 11X322      **School Name:** Aspire Preparatory Middle School

**Cluster:** 6      **Network:** 608

**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.

At the beginning of each school year, teachers, in an attempt to establish lines of communication, contact students' families. Through this initial contact, teachers are able to identify the translation needs of their students. Information not received during this initial contact is obtained through ARIS, during an open school night held within the first weeks of school, and/or through communication via our parent coordinator. New admits to the system are given the Home Language Survey, which provides us with the home language of those students. The data reveals that approximately 27% of our students' home language is one that is other than English (24% Spanish, 1% Albanian, and 2% other).

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.

Information not received during this initial contact is obtained through ARIS, during an open school night held within the first weeks of school, and/or through communication via our parent coordinator. New admits to the system are given the Home Language Survey, which provides us with the home language of those students. The data reveals that approximately 27% of our students' home language is one that is other than English (24% Spanish, 1% Albanian, and 2% other).

## 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.

The direct instruction supplemental program available at the school includes Early Bird (small group instruction) that takes place before the official start of the school day, as well as Academic Intervention Services (also in small group) that take place during the day. The students in the Early Bird program are for those students who scored a Level 1 or Level 2 on the previous year's NYS ELA or Mathematics exam. The students are develop specific skills or strategies to help them improve on this year's exam. Early Bird occurs twice a week and last for 50 minutes each session. The language of instruction is in English and is taught by 27 teachers, whose certifications include Common Branch, English 7 – 12, Mathematics 7-12, and Social Studies 7-12, Special Education K-12, and Science 7-12.

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.

When necessary, we have available for translation a number of staff members fluent in Spanish, the most common home language, other than English, among our student population. The staff members include the Parent Coordinator, the Pupil Accounting Secretary, the certified ESL teacher, one of the school deans, the social worker and guidance counselor. Additionally, we have on staff a teacher who is fluent in Albanian for those families. When school wide notifications are sent home either in writing or done through mass callings, the information is simultaneously translated into Spanish. If necessary, contact is made to those families whose language is not Spanish by our Albanian speaking teacher and parent volunteers to ensure that vital information is communicated to the families. To fulfill Section VII of the Chancellor's Regulations A-663, we will have posted at the entrance of the school a sign, on poster sized paper, a notice indicating the availability of Spanish translation and interpretation services by staff members. This notice will be written in English and in Spanish. Additionally, Copies of the Parent Bill of Rights and Responsibilities will be made available in our Parent Office.

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>.

When necessary, we have available for translation a number of staff members fluent in Spanish, the most common home language, other than English, among our student population. The staff members include the Parent Coordinator, the Pupil Accounting Secretary, the certified ESL teacher, one of the school deans, the social worker and guidance counselor. Additionally, we have on staff a teacher who is fluent in Albanian for those families. When school wide notifications are sent home either in writing or done through mass callings, the information is simultaneously translated into Spanish. If necessary, contact is made to those families whose language is not Spanish by our Albanian speaking teacher and parent volunteers to ensure that vital information is communicated to the families. To fulfill Section VII of the Chancellor's Regulations A-663, we will have posted at the entrance of the school a sign, on poster sized paper, a notice indicating the availability of Spanish translation and interpretation services by staff members. This notice will be written in English and in Spanish. Additionally, Copies of the Parent Bill of Rights and Responsibilities will be made available in our Parent Office.

## 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: Aspire Preparatory Middle	DBN: 11X322
Cluster Leader: Mr. Jose Ruiz	Network Leader: Mr. Rudy Rupnarain
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 23 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 3

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The direct instruction supplemental program available at the school includes Early Bird (small group instruction) that takes place before the official start of the school day, as well as Academic Intervention Services (also in small group) that take place during the day. The students in the Early Bird program are for those students who scored a Level 1 or Level 2 on the previous year's NYS ELA or Mathematics exam. The students are develop specific skills or strategies to help them improve on this year's exam. Early Bird occurs twice a week and last for 50 minutes each session. The language of instruction is in English and is taught by 27 teachers, whose certifications include Common Branch, English 7 – 12, Mathematics 7-12, and Social Studies 7-12, Special Education K-12, and Science 7-12.

### Part C: Professional Development

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

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

Begin description here: All teachers are encouraged to participate in QTEL, a professional development opportunity geared to teaching ELL. This is done to supplement the pull out ESL instruction that takes place to ensure that effective teaching strategies are taking place across content areas.

### Part D: Parental Engagement Activities

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

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

Begin description here: Each month parents are invited to attend a monthly breakfast with the principal to address their concerns with supporting their students' academic success. We also have workshops for parents. These include: navigating ARIS and jupitergrades (our online gradebook), a literacy night as well as a math nigh (to familiarize with the content and expectations for all students that is grade specific), monthly SLT meetings, and monthly PTA meetings. Additionally, parents are encouraged to come and

**Part D: Parental Engagement Activities**

visit the school through the establishment of a Parent Office, where parents can stay informed about the latest news taking place within the school community.

**Part E: Budget**

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

Allocation Amount: \$

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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		