



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** ACADEMY FOR LANGUAGE AND TECHNOLOGY

**DBN (DISTRICT/BOROUGH/NUMBER I.E. 01M000):** 09x365

**PRINCIPAL:** ARISLEYDA A. UREÑA **EMAIL:** [AURENA@SCHOOLS.NYC.GOV](mailto:AURENA@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** DONALD CONYERS

**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 |
|---------------------------------|--|-----------|
| Jose Viñales, AP Administration | *Principal or Designee   |           |
| Claire Brennan                  | *UFT Chapter Leader or Designee  |           |
| Alma Fuentes                    | *PA/PTA President or Designated Co-President   |           |
| Debra Mendoza                   | DC 37 Representative, if applicable  |           |
| 1. Sergio Garcia                | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                                 | CBO Representative, if applicable  |           |
| Julio Alvarado                  | Member/Teacher   |           |
| Percy Barajas                   | Member/Teacher   |           |
| Luz Reyes                       | Member/Parent  |           |
|                                 | 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**

**Annual Goal #1**

- *Curriculum/Rigor of CCSS (Common Core State Standards) and Inquiry Based Learning:* All teachers will address and use the CCSS in thematic unit planning that includes student-generated inquiry and takes shape in the form of PBL (project-based learning).

### **Comprehensive needs assessment**

- The need grows out of the lack of Advanced Regent's Diplomas in previous years. In addition, the adoption of CCSS in New York State requires effective planning that provides a consistent, clear understanding of what students are expected to learn in school and statewide. The standards require robust and relevant to the real world designs and include established best practices in terms of PBL that reflect the knowledge and skills that students need for success in college and careers.

### **Instructional strategies/activities**

- Students will track their progress with respect to CCSS-guided skills in DY0-based data portfolios. Teachers will participate in CPT (Common Planning Time) on a daily basis in order to address implementation of the CCSS and share DY0 data. The CPT will also be designated as time for teachers to address literacy and numeracy with an interdisciplinary approach through the planning of thematic units and PBL (Project Based Learning). Example PBL include 9<sup>th</sup> grade participation in a model society project and 10<sup>th</sup> and 11<sup>th</sup> grade participation in a model U.N. and model Congress, respectively. Additionally, there will be a 10% increase in students enrolled in AP College Board classes from 45% to 55% by June 2012 and an effort to increase the AP College Board courses offered from one course to five by September 2012. The 11<sup>th</sup> grade will be scheduled for college preparation courses and the 12<sup>th</sup> grade will be required to meet with their college counselor on a weekly basis.
- Teachers will be provided with Mentoring Minds in order to develop best practices for implementation of Bloom's Taxonomy and CCSS in lesson planning. Additionally, an AP Supervision has been hired. Time has been allotted in CPT for the AP to lead PD and support integration of Bloom's Taxonomy and CCSS in curriculum. In addition, a dedicated Teaching and Learning Instructional Support Specialist will be scheduled to offer feedback and constructive criticism on current practices and future pathways of CCSS alignment.
- In order to include teachers in the decision making process with regard to assessment and evaluation of effective strategies and activities, grade teams will meet during CPT to review interdisciplinary strategies and protocols based on the PBL model and the CCSS. Teachers will additionally be expected to submit quarterly DY0 assessments to AP Supervision for feedback and support. Dedicated grade advisors will support each cohort by compiling cohort-specific data to be shared in grade team. The grade advisors will work in the capacity to support credit and Regent's accumulation, AP work, periodic DY0 assessments, PD on thematic development, and rationale in PBL for each cohort. The grade advisors will also work closely with school counselors to support these areas of academic progress for each cohort.
- Student Progress Reports will be provided prior to the distribution of grades on a quarterly basis. DY0 assessments will take place quarterly as well. APEX progress will be evaluated and shared with students twice per semester. School-wide PD in monthly staff meetings will follow the following schedule: September: Grade teams will meet during Common Planning Time to review interdisciplinary strategies and protocol based on the PBL model. They will set grade team goals that reflect the CEP goal. Teacher professional development will continue to deepen teachers' understanding of PBL methodology and strategies.

#### First Semester

October - December: Each teacher at ALT will design and implement one PBL unit (small or large) into their curriculum. They will chart growth and progress through weekly Team Leader Discussions and Lesson Clinics.

#### Second Semester

January: In Grade Teams, teachers will reflect on their personal experiences with the PBL units in their classrooms. They will discuss and revise protocol if necessary. They will reflect on and revise their Grade Team goals that reflect the CEP goal.

February – March: Teachers will begin to align their curriculum for an interdisciplinary PBL unit that will culminate in the portfolio described above. End of April: Teachers and students will meet to see if they accomplished their SMART goals. They will reflect on their learning. Teachers will collect models to use with

students in the future.

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

- Parent meetings will be conducted on the criteria for college-readiness. Additionally, parents will be invited to observe PBL student work and be provided instructional materials for [teacherease.com](http://teacherease.com) and progress report guides. Time will be allotted in CPT to monitor student progress and schedule phone calls home.

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

- A dedicated AP for instructional supervision and hiring has been hired. A continued relationship with fellowship programs such as TFA and NYC Teaching Fellows as well as new initiatives such as those with City Tech. will be fostered. We will continue to support bilingual extensions and seek teachers with similar qualifications.

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

- N/A

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

- Monies have been allocated for the purchase of Mentoring minds and the hiring of a dedicated AP of Instruction. DYO assessments have been given \$5,000 from the tax levy budget line. Funds from Title I (5%) have been allocated for services from LCI in order to develop a school-wide curriculum development program for the 2011-2012 and 2012-2013 school year through Curricuplan. Per session funds for Saturday Teaching and Learning academies have been allocated through Contract for Excellence.

### **Annual Goal #2 and Action Plan**

#### **Annual Goal #2**

- Technology and Technology Instruction: All major constituencies, school leaders, parents, and staff, will use technology to scaffold learning for ELLs as well as provide opportunities for credit recovery, scholarship, and career training.

#### **Comprehensive needs assessment**

- Technology and technology instruction allows for credit recovery, an increased number of AP courses, and the availability for enrichment courses that contribute to overall scholarship. Technology in the classroom addresses specific needs for scaffolding instruction to ELL's and career training outlined in the CCSS.

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

- A Session III program has been created to address the needs of students in need of credit recovery. Session III will work in conjunction with the training program at the School of Cooperative Educational Technology to provide students with additional job training and certification. Allotted time has been scheduled for students enrolled in enrichment and AP courses through APEX. In addition, Achieve 3000 will be used in order to scaffold reading instruction, while E-chalk supports the reinforcement of basic technology skills in and outside of the classroom.
- In order to facilitate these programs, licenses for Achieve 3000 and APEX have purchased. Laptops and Smart-boards have been provided in each classroom and [teacherease.com](http://teacherease.com) has been allocated for the communication of progress and grades.
- In order to include teachers in the decision-making process, CPT and monthly staff meetings have been scheduled to report findings from [teacherease.com](http://teacherease.com) and APEX as well as share best practices for effective use of technology in teaching and learning. In addition to shared best practices in CPT, additional technology teachers will be hired,

teacher mentors will be provided, and monthly meetings covering topics related to WBL (web-based learning) will be addressed. Certified teachers in technology will be able to provide internship opportunities to students.

- APEX deadlines will correlate to the school calendar and progress checkpoints for Session III, AP classes, and enrichment programs will reflect progress reports prior to the distribution of report cards.

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

- Twice annually at Parent Teacher Conferences, instruction on teachease.com will be provided at which time parents will have additional use of wired computers.

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

- A partnership will be developed with City Tech to establish a site for student teaching practicum with the goal of creating a relationship between technology content and prospective teachers.

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

- N/A

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

- Monies have been allocated for the purchase of APEX and Achieve 3000 licenses as well as E-chalk and Microsoft Specialist Certification Tests. Per session funds have been allocated for Session III. State funding from VATEA has been provided for technology in the classroom and Fair Student Funding has been allocated for the purchase of APEX licenses in order to facilitate enrichment and credit recovery.

### **Annual Goal #3 and Action Plan**

#### **Annual Goal #3**

- Academic Intervention Services (AIS): Credit Recuperation and instructional programs for target populations will be increased through the development of a needs based and entry point specific instructional programs. Additionally, through strategic and specific academic interventions, Regent's passing rates (+65) will improve by 10%.

Specifically:

- The overall passing rate (65+) for ELA will improve by 10%
- The overall passing rate (65+) for Integrated Algebra will improve by 10%
- The overall passing rate (65+) for Global History will improve by 10%
- The overall passing rate (65+) for US History will improve by 10%

The overall passing rate (65+) for Living Environment will improve by 10%

ALT faculty and staff will continue their commitment to character development of the student body through uniform enforcement as well as the reduction of in-class behavior infractions and the number of recorded episodes of tardiness in an effort to create a positive and work-conducive environment in the classroom.

#### **Comprehensive needs assessment**

- Data compiled by grade advisors highlight the need to put students on track for graduation in each cohort. These data include grades, credits, attendance, and Regent's accumulation. Additional DY0 data from teachers highlight RTI (responses to intervention) within the specific laboratories of each cohort.

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

- In order to facilitate credit recovery, accumulation, and enrichment APEX licenses have been purchased for each 11th and 12th student. Additionally, the Achieve 3000 web-based AIS reading program will allow students to access content at a reading level appropriate to their specific reading level. Students will have an instruction period for this online work daily. APEX and Achieve 3000 licenses will be purchased for credit recuperation and online courses and content. A Session III program has been created to address the needs of students in need of credit recovery. Session III will work in conjunction with the training program at the School of Cooperative Educational Technology to provide students with additional job training and certification. Additional per-session funds will be set aside for teachers to monitor student progress in the APEX program for Session III and in the after school Regent's Academy and Saturday Academy.
- ESL teachers will monitor students' reading progress through Achieve 3000 and DY0 assessments. In addition to specific academic interventions through APEX and Achieve 3000, CPT time will be allocated for interdisciplinary planning and character development through the school's seven values of success. Data driven responses to intervention will include push-in instructors for Regent's based classes that will enable small group and targeted instruction. In order to address specific needs, each student will be assigned a teacher mentor and a male guidance counselor will be hired to work directly with identified groups of male at-risk students.
- In order to include teachers in the decision making process, teachers will be provided with opportunities to collaborate (CTT) for small group intervention through Blended Learning- Izone, Achieve 3000, and APEX. Four times a year, all content area teachers will administer DY0 assessments, based on CCSS and Regents exams. Results from this exam will be aligned with previous Regents scores to measure school-wide progress and inform need-based interventions. These interventions will be additionally guided by DY0 data. Students will have online course periods embedded in their daily schedules and DY0 data will be submitted to the AP quarterly for review and feedback. From these results, strategic student groupings in daily classes, after school tutorials, and Saturday Academies in December, January, May, and June will be reconsidered and, if necessary, revised. Individual meetings with teachers, counselors, and other staff will be scheduled accordingly.

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

- The AP will work closely with Session III parents to inform them of progress and needs.

#### **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.

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

- N/A

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

- Per session funds have been allocated for Session III and additional teachers to provide instruction in Session III.

Title I allocation, approximately \$30,000 for after school and Saturday Academy has been provided. All target students will be mandated to attend. Additional monies have been allocated for the purchase of APEX and Achieve 3000 licenses. DYO assessments have been given \$5,000 from the tax levy budget line.

### **Annual Goal #4 and Action Plan**

#### **Annual Goal #4**

- Teacher Feedback: ALT administrators will develop a comprehensive and timely system for teacher feedback.

#### **Comprehensive needs assessment**

- The implementation of Danielson's Framework provides for a necessity of short, frequent cycles of collaborative analysis of student work and teacher performance for timely, specific, evidence-based feedback teachers can quickly implement in instruction.

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

- School wide faculty meetings will be held once a month to address goals for teachers and within the departments, personal PD plans, teacher progress in Bloom's Taxonomies and CCSS and teaching and learning clinics informed by the learning support specialist.
- In order to include teachers in the decision making process, grade teams will meet daily for common planning time in order to keep current with each other's progress in terms of content, collaboration, use of ARIS, and CCSS, along with the allocation of time for peer-to-peer professional development. All teachers will be provided with an in-depth teaching and learning rubric based on Danielson's framework that will be used to assess performance that will help aid in the creation of two identifiable professional development goals for the year.
- Each department has goals that it will meet each unit based upon the school calendar and Bloom's Taxonomy on a rolling basis. Teachers will be provided with formal and informal observation reports after each observation. All teachers have access to ARIS, which will inform DYO's and interventions, progress work on CCSS and Bloom's.
- Each

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

- Grade team levels communicate past, present, and future academic goals mailed together with the report cards via the Parent Coordinator, the Parent Association, and Administration.

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

- N/A

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

- N/A

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

- Funds have been allocated to pay for a full-time professional developer, Brenda Daisy, who's role is to provide teacher's for PD training (Contract for excellence—13,666; ARRA 4,500; DYO 5,000) as needed and lesson clinics: salary—Title I SWP2 57,512, FSF 14,084. Money has been allocated for Mentoring Minds (PCard—5,000 of FSF) in order to support teacher development. Training will be identified as needed and provided for on a pay training rate—FSF 15,000. Curriculum consultants AUSSIE—Title I 5% 20,000; Consultants for Curriculum

development provided by LCI—Title I 10% 29,227.

### **Annual Goal #5 and Action Plan**

#### **Annual Goal #5**

- Teacher Effectiveness for ELA and all subject Areas: The passing rate on the E.L.A. Regent’s Exam will increase by 3% for cohort 2013.

#### **Comprehensive needs assessment**

- The needs come from data generated in the AYP 2010-2011.

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

- Extra English and ESL classes have been embedded into the students’ schedules through the extended day format. Special marking periods have been established to extend the number of instructional days as well as the school-wide themes of study.
- In order to achieve the extended time allocated for ELA and ESL, cohort 2013 will have one dedicated ESL teacher and ELA teacher. A grade advisor was selected for cohort 2013 (see Goal #1 instructional strategies/activities). This member of the faculty was chosen for her experience and expertise. It is the responsibility of grade advisor to monitor and track student progress through the compilation of credit accumulation and Regent’s passing rates of individual students in the specified cohort in order to assist content teachers in scaffolding and intervention strategies or approaches. Additional time has been allotted for WBL through Achieve 3000 in order to increase reading levels of these target students.
- In order to include teachers in the decision making process, additional time will also be allotted for PD in the content team as well as inter-visitations among content teachers. These interactions will be teacher guided and will provide time for collegial feedback and review amongst teachers. The implementation of the courses will coincide with the school calendar while inter-visitation among teachers will take place during the first marking period.

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

- Parents will be mailed Regent’s information outlining the schedule and content for twice annually. Workshops are provided in order to involve parents in the transcript process and understand competencies in each specific content area.

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

- Relationships will be fostered with New York University, Monroe College, Fordham University, St. Vincent, and City Tech to attract highly qualified candidates in the coming years.

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

- N/A

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

- Per session funds have been allocated for targeted tutoring and academic interventions—SFS 74,941. Licenses for every student have been given purchased for Achieve 3000, the Web-based AIS reading program—SFS 56,000; TL Children First 7,800.



**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

|           | ELA                            | Mathematics                    | Science                        | Social Studies                 | At-risk Services:<br>Guidance<br>Counselor | At-risk Services:<br>School<br>Psychologist | At-risk Services:<br>Social Worker | At-risk<br>Health-related<br>Services |
|-----------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
|           | # of Students<br>Receiving AIS             | # of Students<br>Receiving AIS              | # of Students<br>Receiving AIS     | # of Students<br>Receiving AIS        |
| <b>K</b>  |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| <b>1</b>  |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| <b>2</b>  |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| <b>3</b>  |                                |                                | N/A                            | N/A                            |  |   |                                    |                                       |
| <b>4</b>  |                                |                                |                                |                                |  |   |                                    |                                       |
| <b>5</b>  |                                |                                |                                |                                |  |   |                                    |                                       |
| <b>6</b>  |                                |                                |                                |                                |  |   |                                    |                                       |
| <b>7</b>  |                                |                                |                                |                                |  |   |                                    |                                       |
| <b>8</b>  |                                |                                |                                |                                |  |   |                                    |                                       |
| <b>9</b>  | 96: 100%                       | 96: 100%                       | 96: 100%                       | 96: 100%                       |  |   |                                    |                                       |
| <b>10</b> | 97: 100%                       | 97: 100%                       | 97: 100%                       | 97: 100%                       |  |   |                                    |                                       |
| <b>11</b> | 45: 50%                        | 45: 50%                        | 45: 50%                        | 45: 50%                        |  |   |                                    |                                       |
| <b>12</b> | 20: 40%                        | 20: 40%                        | 20: 40%                        | 20: 40%                        |  |   |                                    |                                       |

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>  | All 9 <sup>th</sup> and 10 <sup>th</sup> grade students attend special <b>literacy institute</b> classes; 11 <sup>th</sup> and 12 <sup>th</sup> grade students attend special <b>College Prep</b> classes two to three times each week. These classes are divided by gender and by English language proficiency. Students attend small group (15-18 students) sessions, which target English reading and writing skills and strategies. <b>Achieve 3000</b> was purchased to support literacy specifically in reading. <b>APEX</b> licenses were purchased for credit recovery for 11 <sup>th</sup> and 12 grade students.  |
| <b>Mathematics</b>  | Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, all students spend <b>additional periods</b> each week during the regular school day with a certified math instructor. <b>APEX</b> licenses were purchased for credit recovery for 11 <sup>th</sup> and 12 grade students.   |
| <b>Science</b>  | Students who have scored below passing on the Regents exam receive additional instruction in the summer and before Saturday academies prior to the regents. In addition, because of our extended-day schedule, all students in 9 <sup>th</sup> - 10 <sup>th</sup> grades spend <b>additional periods</b> each week during school hours with a certified science instructor. <b>APEX</b> licenses were purchased for credit recovery for 11 <sup>th</sup> and 12 grade students.   |
| <b>Social Studies</b>                                       | Because of our extended-day schedule, all students spend <b>additional minutes</b> each week during school hours with social studies instructors. ELA, ESL and NLA teachers support history by supporting the content and literacy skills presented in the history Regents. <b>APEX</b> licenses were purchased for credit recovery for 11 <sup>th</sup> and 12 grade students.   |
| <b>At-risk Services provided by the Guidance Counselor</b>  | <p><i>TBA: Vacancy</i></p> <p><i>Students target for academic intervention services receive individual, group counseling and class intervention. Counselors may get referrals from teachers, school staff, and class observations about specific student needs. We promote student success, provide preventive services, and identify and respond to students' needs addressing academic, career, and personal/social development. A.L.T. school counselors provide direct services to our students and families, individual student planning services, and preventive and responsive services. Our counseling curriculum:</i></p> <ol style="list-style-type: none"> <li><i>1) Implements developmentally appropriate and prevention-oriented group activities to meet students needs and support school goal</i></li> <li><i>2) Provides leadership and collaborates with others educators to ensure student's academic success</i></li> <li><i>3) Provides individual and group counseling to students with identified concerns and needs</i></li> <li><i>4) Implements effective referrals and follow-up processes</i></li> <li><i>5) Participates in professional developmental activities to improve knowledge and skills.</i></li> </ol> <p><i>Fosters early awareness and exposure to colleges and careers.</i></p> |
| <b>At-risk Services provided by the School Psychologist</b> | NA  |

|   |  |
|---|--|
| <b>At-risk Services provided by the Social Worker</b> | Per student and parent request, and or school advocacy |
| <b>At-risk Health-related Services</b>                | NA   |

**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.

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

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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>Cristina Maria Jimenez</b> | District <b>09</b> | Borough <b>Bronx</b> | School Number <b>365</b> |
| School Name <b>Academy for Language and Technology</b>      |                    |                      |                          |

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

|   |   |
|---|---|
| Principal <b>Arisleyda A. Ureña</b>                 | Assistant Principal <b>J. Viñales, APO/R. Wasden, APS</b> |
| Coach <b>type here</b>                              | Coach <b>type here</b>                                    |
| ESL Teacher <b>Jason Mount</b>                      | Guidance Counselor <b>Vacancy</b>                         |
| Teacher/Subject Area <b>Julio Alvarado, Science</b> | Parent <b>Alma Fuente, PA President</b>                   |
| Teacher/Subject Area <b>Jason Mount, ESL</b>        | Parent Coordinator <b>Deborah Mendoza</b>                 |
| Related Service Provider <b>Jessica Orban</b>       | Other <b>Brenda Daisy, ESL/Lead teacher</b>               |
| Network Leader <b>Cristina Maria Jimenez</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>3</b> | Number of certified bilingual teachers   | <b>9</b> | Number of certified NLA/foreign language teachers              | <b>2</b>  |
| Number of content area teachers with bilingual extensions                    | <b>9</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>19</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>334</b> | Total Number of ELLs | <b>293</b> | ELLs as share of total student population (%) | <b>87.72%</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

Home Language survey and ELL program choice survey are conducted by Ms. Daisy, ESL Teacher, with the assistance of the parent coordinator, Ms. Mendoza, or Mr. Gutierrez, Spanish Teacher, with all potential incoming ELLs. When necessary, Spanish language translation is provided by Ms. Mendoza or Mr. Gutierrez. Ms. Daisy, ESL Teacher conducts the informal oral interview in English with translation provided by Ms. Mendoza or Mr. Gutierrez, and asks students to complete a formal initial assessment in literacy and numeracy. The assessment includes a DBQ and basic arithmetic and pre-algebra and algebra questions. LAB-R is administered within 10 days of admission to new comers (over-the-counter) by Mr. Daisy, ESL Teacher/Teaching and Learning Liaison and Literacy Coach along with the other ESL teachers, Mr. Mount and Mr. Thomson. To determine Spanish language proficiency, Mr. Gutierrez, NLA Teacher, administers the Spanish Lab within 10 days of admission. Students who are identified as ELLs via through ATS (RDGS, RLAT, RNMR) are evaluated annually using the NYSESLAT. Ms. Daisy, ESL Teacher and Testing Coordinator maintains checklists with the names of all students and the four components of the test. As most of our students are ELLs, we run a special schedule for the listening, reading, and writing portion of the tests. As students complete each portion, administering teachers place a "check" on the list. Absent students are then identified and given make-up tests by Ms. Daisy and other ESL Teachers. All teachers are trained in administering and proctoring the NYSESLAT, and all teachers participate in administering the Speaking section over a two-week period, as each teacher is assigned from 15-20 students to test. After we receive the NYSESLAT data, it is evaluated to determine program placement (e.g. the number of hours in ESL classes). Common Planning Time is used among all teachers, on all grades, to monitor language progress for all ELLs. Teachers meet in this capacity daily. Furthermore, to emphasize consistency both on a horizontal and vertical levels, content teams meet weekly to monitor progress among target populations, which include our lowest third in all subject areas. At ALT, all of these students are ELLs. Middle school intake happens yearly for our incoming 9th grade cohort. Students who are matched to our school by OSE come for orientations in late April, June, and August. In addition, the school provides seats in our 9th grade cohort for over-the-counter students, which represent 30 - 50% of the students in the lower grades. During the intake process, a Parent Orientation is conducted by Ms. Daisy, ESL Teacher, Ms. Mendoza, Parent Coordinator, and guidance Counselors. Ms. Daisy explains to parents and students that A.L.T. offers a Transitional Bilingual and Freestanding ESL program by showing them the video explaining the three ELL program choices (in Spanish upon parental request) and by conducting the ELL program choice survey. This Parent Orientation is conducted in English by Ms. Daisy, ESL Teacher with Spanish translation by Ms. Mendoza, Parent Coordinator or Mr. Gutierrez, NLA Teacher. During this orientation Ms. Daisy distributes and collects the Parent Survey and the Program Selection forms as well, with Ms. Mendoza or Mr. Gutierrez providing translation as necessary. Ms. Daisy collects and maintains these forms in the HLIS/Entitlement Letter binder in the main office. Through this process, parents and students who determine that our model is the best match for them enroll in A.L.T. Once enrolled, they are placed in classes which allocate English and Spanish language instruction according to their needs, transitioning fully into English-language classes by the 11th grade, and subsequently into 12<sup>th</sup> grade, with Freestanding ESL classes. Placement letters are then sent to parents accordingly, with Ms. Daisy providing the information and the English letter to Ms. Mendoza, who completes the translation and sends the letters. Ms. Mendoza, Parent Coordinator and Ms. Daisy, ESL Teacher and Testing Coordinator work together to create entitlements letters each fall based on student performance on the Lab-R (newcomers) and NYSESLAT (returning ELL students). Ms. Mendoza provides the names and the

English versions of each letter. Ms. Mendoza completes the translation and the mail merge, coordinates the mailing of these letters to all parents, and makes copies of each letter. Ms. Daisy files all letters in the HLIS/Entitlement Letter binder in the main office. Proficiency letters are also sent to students who, through the NYSESLAT, pass out of ESL. All students who enter A.L.T. come from Spanish-language backgrounds; however, they are not all ELLs. After our guidance counselor and parent coordinator review the Home Language Survey, and after ESL coordinators conduct the LAB-R and Spanish LAB, students in each cohort are placed into one of four groupings based on language proficiency and parent choice. Students who score advanced or proficient in these assessments are placed in the highest class, which is conducted as a freestanding ESL program, with parental consent. Others are placed by level into one of three remaining classes, all of which are TBE. According to quantitative and qualitative data collected at our school, parents at A.L.T. are overwhelming supportive of the freestanding and TBE choices in our school. In particular, parents of students in the TBE programs have commented in surveys and via direct communication with school administration that they appreciate the TBE model and how it allows for students that arrive with lesser English language skills to gradually transition into academic English. They are also pleased with the focus of instruction: high expectations with high support (scaffolding, tiered instruction, blended learning); emphasis on the four language modalities, etc.

A.L.T. continues to monitor both quantitative and qualitative data in this area. Working particularly with our content teachers, we strive to ensure that all necessary content and skills are given to each student with sound linguistic methodologies. Through our freestanding and TBE models, it is expected that all students will leave A.L.T. with college-readiness for all major academic subject areas in both English and Spanish.

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.

Yes. As described above, according to survey results, our parents have expressed satisfaction in the current ESL program models. That said, to ensure that these models continue, the school will emphasize the needs of these models in its ongoing hiring, programming, and scheduling decisions. It will also incorporate the ESL models in the annual CEP school wide goals. Furthermore, these will be used to carry out professional development for all teachers, new and veteran, with special emphasis given to content area teachers that use both English and Spanish in either the TBE or the ESL freestanding classes.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown  |   |   |   |   |   |   |   |   |   |   |    |    |    |           |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-----------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | To<br>t # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |   |   |   |   |   |   |   |   |   | 2 | 1  |    |    | 3         |

| ELL Program Breakdown      |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
|----------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
|                            | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | Total #   |
| Dual Language<br>(50%:50%) |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Freestanding ESL           |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
| Self-Contained             |          |          |          |          |          |          |          |          |          | 2        | 3        | 3        | 3        | 11        |
| Push-In                    |          |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| <b>Total</b>               | <b>0</b> | <b>4</b> | <b>4</b> | <b>3</b> | <b>3</b> | <b>14</b> |

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

| Number of ELLs by Subgroups |     |  |     |                               |   |
|-----------------------------|-----|--|-----|-------------------------------|---|
| All ELLs                    | 293 | Newcomers (ELLs receiving service 0-3 years) | 229 | Special Education             | 3 |
| SIFE                        | 93  | ELLs receiving service 4-6 years             | 41  | Long-Term (completed 6 years) | 3 |

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           | 37                | 14        | 0                 | 41               | 22        |                   | 0                                  | 0        | 0                 | 78         |
| Dual Language |                   |           |                   |                  |           |                   |                                    |          |                   | 0          |
| ESL           | 192               | 79        | 2                 | 41               | 22        | 1                 | 4                                  | 2        | 0                 | 237        |
| <b>Total</b>  | <b>229</b>        | <b>93</b> | <b>2</b>          | <b>82</b>        | <b>44</b> | <b>1</b>          | <b>4</b>                           | <b>2</b> | <b>0</b>          | <b>315</b> |

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

**C. Home Language Breakdown and ELL Programs**

| Transitional Bilingual Education               |          |          |          |          |          |          |          |          |          |           |           |          |          |           |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group |          |          |          |          |          |          |          |          |          |           |           |          |          |           |
|  | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10        | 11       | 12       | TOTAL     |
| Spanish  |          |          |          |          |          |          |          |          |          | 36        | 16        | 0        | 0        | 52        |
| 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> | <b>36</b> | <b>16</b> | <b>0</b> | <b>0</b> | <b>52</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<br>L | 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> | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  | 0       | 0  |

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

Hispanic/Latino:

Native American:     

White (Non-Hispanic/Latino):     

Other:

**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 |   |   |   |   |   |   |   |   |   | 41 | 66 | 85 | 73 | 265   |
| Chinese |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Russian |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Bengali |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Urdu    |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Arabic  |   |   |   |   |   |   |   |   |   |    |    |    |    | 0     |
| Haitian |   |   |   |   |   |   |   |   |   |    |    |    |    | 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      |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|------------|
| French       |          |          |          |          |          |          |          |          |          |           |           |           |           | 0          |
| Korean       |          |          |          |          |          |          |          |          |          |           |           |           |           | 0          |
| Punjabi      |          |          |          |          |          |          |          |          |          |           |           |           |           | 0          |
| Polish       |          |          |          |          |          |          |          |          |          |           |           |           |           | 0          |
| Albanian     |          |          |          |          |          |          |          |          |          |           |           |           |           | 0          |
| Other        |          |          |          |          |          |          |          |          |          |           |           |           |           | 0          |
| <b>TOTAL</b> | <b>0</b> | <b>41</b> | <b>66</b> | <b>85</b> | <b>73</b> | <b>265</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 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

At ALT, we have several organizational models to deliver instruction. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL or TBE. Next, students with specific instructional needs are pulled out for small group instruction with certified instructors in all content areas. Several teachers also push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance.

## A. Programming and Scheduling Information

Students are scheduled for the allocated time as per CR Part 154 for ESL, ELA and NLA classes with licensed teachers in all areas. Specifically, all students in grades 9 and 10 in TBE-allocated classrooms (at all proficiency levels) receive one period daily of NLA instruction (45 minutes/day). In grade 9, even students in Freestanding ESL classrooms receive 45 minutes daily of NLA instruction, thus exceeding this requirement. English language requirements are met for TBE and Freestanding ESL classes through a variety of means. Each grade has both an ESL and an ELA teacher. Both teachers meet with students in regular, 45-minute classes daily. In addition, students are provided with extended blocks (90 minutes) of ESL literacy instruction twice weekly in small-group, gendered settings (opposite gym periods). This occurs at all levels. Thus, requirements for beginner, intermediate, and advanced ESL students are all exceeded. In addition, beginner, intermediate, and advanced students in TBE and Freestanding ESL programs all receive daily ELA instruction (45 minutes/day). Thus, the requirements for ESL/ELA/NLA seat time are not only met for all students, but they are exceeded for many students.

### Content:

In science classes, instruction is delivered according to the English proficiency level of each self-contained classroom. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. The remaining 3 grade-level classrooms are categorized as Transitional Bilingual Education and receive instruction in Spanish, which varies from 60-40%, 50-50%, to 75-25% depending on student's levels and yearly progress. When applicable, additional classroom support is given to target students through Pull-Out and Push-In licensed teachers. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Proficiency-based Work Group Collaboratives, differentiated instruction, Bloom's Taxonomy Skill Reinforcement, Technology-rich lessons, Scaffolding, blended learning and Literacy/Modality-based activities.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade, one of four classrooms is ESL Freestanding; one classroom is categorized as TBE; and two classrooms are categorized as beginners who also fit into the TBE model. In 10th grade, three classrooms are TBE and one classroom is Freestanding ESL. In the 11th grade, all three classrooms are ESL Freestanding. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Interdisciplinary units are developed within the grade teams. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology using a blended teaching model.

Literacy support is offered to all students in first and second language classes. ESL and NLA support concepts and skills embedded in ELA Common Core Standards and performance indicators. Content is made comprehensible through various strategies such as scaffolding, sheltered instruction, TPR (Total Physical Response), tiered instruction, and differentiation as it applies to four language modalities (speaking, listening, reading and writing). Students engage in Project/Problem-Based Learning in collaborative projects. In Literacy, all classes are taught entirely in the language of support.

In mathematics, instruction is delivered according to the English proficiency of the classroom. In 9th grade, one out of four classrooms is Freestanding ESL, one classroom is categorized as TBE, and two classrooms are categorized as beginners. In 10th grade, three classrooms are TBE and one classroom is ESL Freestanding. In the 11th grade, all three classrooms are Freestanding ESL. Although students are grouped according to their proficiency in language or the number of Regents exams passed, depending on grade level, the range of students' proficiency in mathematics is broader than other subject areas. This leads to differentiated instruction in each classroom and regularly occurring push-in sessions to meet the needs of all students in all programs.

Students are arranged in both heterogeneous and homogeneous groups according to English proficiency and parental choice. Instructors differentiate by using different tasks, texts, and final products. For example, in Literacy our approach to guided novel reading includes at least three versions of the same text. This allows students to see the text represented in various formats. Students create specific goals for their writing skills, which are updated every marking period, following a formative assessment. These goals are used to create individualized lessons for all students. Students receive additional literacy instruction and practice in Literacy Institute, which is divided by English proficiency level and parental choice. Literacy Institute allows students to practice all four modalities, according to need, in smaller, gendered groups. Held in conjunction with our physical education program, Literacy Institute is a self-contained grouping of students based on level and gender. During Literacy Institute, SIFE are given special instruction via small groupings, differentiation, tiered



**A Programming and Scheduling Information**

**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

At ALT, we have several organizational models to deliver targeted intervention programs for ELLs. First, instruction is delivered to all students in self-contained laboratories that are designated freestanding ESL or TBE. Next, students with specific instructional needs are pulled out for small group instruction with certified instructors in all content areas. Several teachers also push-in (co-teach) to offer support in high-stake content classes. Finally, all teachers meet in both grade team meetings and content area meetings to work collaboratively on interdisciplinary units, lesson design and instructional delivery. At A.L.T., all students are placed into self-contained homogeneous laboratories based on students' level of English and passing scores on Regents and other high-stakes summative assessments. Classes are created based on grade level; that is, 9th grade students are placed in 9th grade classes. In the 10th and 11th grade, students continue in grade-level classrooms with the exception of a few students who travel to other classes only during certain periods of the day based on academic needs and Regents performance. Students are scheduled in the allocated time for ESL, ELA and NLA classes with licensed teachers in all areas.

Content:

In science classes, instruction is delivered according to the English proficiency level of each self-contained classroom. Approximately one of four grade-level classrooms is categorized as Freestanding ESL and thus receives instruction in English with support in Spanish. The remaining 3 grade-level classrooms are categorized as Transitional Bilingual Education and receive instruction in Spanish, which varies from 60-40%, 50-50%, to 75-25% depending on student's levels and yearly progress. When applicable, additional classroom support is given to target students through Pull-Out and Push-In licensed teachers. Employed inquiry-based instructional approaches vary from Think-Pair-Shares, Proficiency-based Work Group Collaboratives, differentiated instruction, Bloom's Taxonomy Skill Reinforcement, Technology-rich lessons, Scaffolding, blended learning and Literacy/Modality-based activities.

In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade, one of four classrooms is ESL Freestanding; one classroom is categorized as TBE; and two classrooms are categorized as beginners who also fit into the TBE model. In 10th grade, three classrooms are TBE and one classroom is Freestanding ESL. In the 11th grade, all three classrooms are ESL Freestanding. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Interdisciplinary units are developed within the grade teams. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology using a blended teaching model.

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## B. Programming and Scheduling Information--Continued

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## Courses Taught in Languages Other than English

### 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

|       |         |  |  |  |
|-------|---------|--|--|--|
| Math: | Spanish |  |  |  |
|-------|---------|--|--|--|

### 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

All faculty and staff benefit from a sustained professional development program that begins with an August PD before the school year commences and includes daily Common Planning Time for teachers facilitated by Assistant Principal Russell Wasden. In addition, teachers meet as a full faculty and in content areas on the first Wednesday of each month. Our support staff meets several times each week for professional development and to refine systems to ensure the success of their work. All of these initiatives are further explained below.

As all teachers and support staff at A.L.T. work primarily with ELLs, professional development for ELLs is on-going and differentiated depending on staff experience and needs. Thus, all teachers and staff are considered ELL personell. First, the school offers a week-long in-house professional development week in August that focuses on scaffolding, tiered instruction, and language amplification for content area teachers. Assistant Principals, secretary, guidance counselors and Parent Coordinator attend portions of these sessions as they are relevant to their duties. New teachers and staff, in particular, are required to attend this conference; experienced teachers and staff are strongly encouraged to attend. Topics covered include scaffolding for ELLs, the school's mission and vision, Design Your Own Periodic Assessments, using data, creating print-rich environments, the school's mission and vision as an ELL school, and so on.

Throughout the year all teachers are offered support through Lesson Clinics with coaches, team leaders and/or administrators trained in ELL methodologies. For teachers new to ELLs, these clinics happen at least weekly; some teachers receive more attention if necessary. Experienced teachers meet periodically with coaches, team leaders, and administrators, but are generally supported and lend their experience through interdisciplinary Common Planning Time and in school-wide content meetings--to address topics around CCSS, Language Development, Quality Curriculum, Data, and Scaffolding strategies. All teachers are given several formal and informal observations each year from administration. When these observations occur, administration uses a "Walkthrough" tool created to address the special needs of ELLs in our classrooms. By checking through the various categories listed on this tool, teachers and administration alike can look at the various aspects of pedagogy for ELLs, determine needs, and address those needs through future lesson clinics and observations.

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Most literacy teachers of ELLs, as well as teachers in every content area, have attended a week-long training in QTEL, Quality Teaching of English Learners. Offered through the NYC DOE and West Ed, QTEL offers a variety of training sessions for ELL teachers in the foundations of quality ELL instruction for intermediate and beginner ELLs, as well as best-practices in content instruction for ELLs

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Support staff (Ms. Mendoza, Parent Coordinator; Mr. Guzman, School Support; Mr. Guerrero, Technology Assistant and Support Staff; Guidance Counselors, and office staff including Ms. DelaCruz, attendance; and Ms. Santos, Secretary) attend meetings with the Principal and/or Assistant Principal several times each week regarding items such as attendance procedures and interventions, effective and professional communication, detention procedures, uniform compliance, lunch procedures, and arrival/dismissal. In these meetings, support staff target areas in need of improvement and devise systems to address problem areas. One or two members of the faculty may be asked to attend if the issue is relevant; in which case, these faculty members inform other faculty of any changes in procedure that may involve them.

Again, as all personnel at the school are ELL personnel, all PD centers around the needs of our ELL population for all students and well

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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

**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?

Paste response to questions 1-4 here

Almost all of our students are ELLs or former ELLs still eligible for support, and their parents are actively encouraged to become involved at the school. As a school for Spanish-speaking ELLs, most of our faculty and staff are bilingual, so all of the following events take place with a high level of Spanish support and materials are always offered in both Spanish and English. If in the future we will be receiving students over the counter speaking low incidence languages, then we will be reaching out to the Office of Translation and Interpretation Unit for support.

Our parents are initially introduced to the school prior to the commencement of their child's first year through the intake Parent Orientation, which takes place during the summer. Parents and students attend several orientation sessions, prior to September, which outline the expectations of the school, as well as programs offered. Orientation sessions for parents of newcomers, as described above in the ELL intake process, take place as needed throughout the fall. Throughout the school year, ongoing Parent Association meetings and workshops are conducted by our Parent Coordinator. Topics may include how to support students with homework, understanding graduation requirements, and preparing for college. Parents are represented on teams such as the School Leadership Team and are involved in initiatives such as NAF/CTE and in the Comprehensive Educational Plan. Parents who take a leadership role are sometimes invited to and attend staff retreats.

Parent participation at our Parent-Teacher conferences is relatively high, usually around 75%. Parents are taught how and encouraged to monitor student progress through our online gradebook, TeacherEase as well as ARIS; for additional communication they are given access to the school website. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. We partner with several agencies that provide support to our parents. Parents benefit from our relationships with Donar (Services for Latino Families), as well as Alianza Dominicana Inc. (Dominican Alliance), a community organization that offers family outreach, workshops, and other services to families. Representatives from these organizations may be invited to attend and conduct Parent Association meetings and workshops; alternatively, parents may be sent to attend meetings or workshops at these organizations as needed. Our Parent Coordinator evaluates the needs of parents through monthly meetings, surveys, mailings and other correspondence in both English and Spanish. The Executive Board of the Parent Association maintains ongoing communication with parents from each grade, and Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. As a result of this active engagement and parental surveys, we now offer evening ESL classes for parents. Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. Every year, based on parent needs, we develop more support systems for parent-teacher conferences with full engagement from the Parent Executive Board.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

|   | <b>Beginning</b>        | <b>Intermediate</b>     | <b>Advanced</b>         |
|---|-------------------------|-------------------------|-------------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes<br>per week | 360 minutes<br>per week | 180 minutes<br>per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                         |                         | 180 minutes<br>per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day      | 45 minutes per day      | 45 minutes per day      |

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

| <b>Native Language Usage/Support</b> | <b>Transitional Bilingual Education (TBE)</b> |
|--------------------------------------|---|
| 100%                                 |   |
| 75%                                  |   |
| 50%                                  |   |

## 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?

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Content:

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In history, instruction is delivered in either Spanish and/or English with differentiation and tiered instruction according to the English proficiency of the students in the classroom. In 9th grade, one of four classrooms is ESL Freestanding; one classroom is categorized as TBE; and two classrooms are categorized as beginners who also fit into the TBE model. In 10th grade, three classrooms are TBE and one classroom is Freestanding ESL. In the 11th grade, all three classrooms are ESL Freestanding. To facilitate understanding and comprehension, we use scaffolding, tiered instruction, and project based learning. Literacy strategies are infused within the content instruction. Interdisciplinary units are developed within the grade teams. Students receive instruction as a whole group, in small groups, and independently. In order to make content comprehensible, students are exposed to a variety of materials via technology using a blended teaching model.

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### 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

All faculty and staff benefit from a sustained professional development program that begins with an August PD before the school year commences and includes daily Common Planning Time for teachers facilitated by Assistant Principal Russell Wasden. In addition, teachers meet as a full faculty and in content areas on the first Wednesday of each month. Our support staff meets several times each week for professional development and to refine systems to ensure the success of their work. All of these initiatives are further explained below.

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Support staff (Ms. Mendoza, Parent Coordinator; Mr. Guzman, School Support; Mr. Guerrero, Technology Assistant and Support Staff; Guidance Counselors, and office staff including Ms. DelaCruz, attendance; and Ms. Santos, Secretary) attend meetings with the Principal and/or Assistant Principal several times each week regarding items such as attendance procedures and interventions, effective and professional communication, detention procedures, uniform compliance, lunch procedures, and arrival/dismissal. In these meetings, support staff target areas in need of improvement and devise systems to address problem areas. One or two members of the faculty may be asked to attend if the issue is relevant; in which case, these faculty members inform other faculty of any changes in procedure that may involve them.

Again, as all personnel at the school are ELL personnel, all PD centers around the needs of our ELL population for all students and well exceeds 7.5 hours. All of the professional development initiatives above (CPT, weekly lesson clinics, content meetings, monthly full-

## 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?

Paste response to questions 1-4 here

Almost all of our students are ELLs or former ELLs still eligible for support, and their parents are actively encouraged to become involved at the school. As a school for Spanish-speaking ELLs, most of our faculty and staff are bilingual, so all of the following events take place with a high level of Spanish support and materials are always offered in both Spanish and English. If in the future we will be receiving students over the counter speaking low incidence languages, then we will be reaching out to the Office of Translation and Interpretation Unit for support.

Our parents are initially introduced to the school prior to the commencement of their child's first year through the intake Parent Orientation, which takes place during the summer. Parents and students attend several orientation sessions, prior to September, which outline the expectations of the school, as well as programs offered. Orientation sessions for parents of newcomers, as described above in the ELL intake process, take place as needed throughout the fall. Throughout the school year, ongoing Parent Association meetings and workshops are conducted by our Parent Coordinator. Topics may include how to support students with homework, understanding graduation requirements, and preparing for college. Parents are represented on teams such as the School Leadership Team and are involved in initiatives such as NAF/CTE and in the Comprehensive Educational Plan. Parents who take a leadership role are sometimes invited to and attend staff retreats.

Parent participation at our Parent-Teacher conferences is relatively high, usually around 75%. Parents are taught how and encouraged to monitor student progress through our online gradebook, TeacherEase as well as ARIS; for additional communication they are given access to the school website. Finally, parents are frequently invited to the school to meet with teachers and counselors to set goals for academic improvement and behavior modification. We partner with several agencies that provide support to our parents. Parents benefit from our relationships with Donar (Services for Latino Families), as well as Alianza Dominicana Inc. (Dominican Alliance), a community organization that offers family outreach, workshops, and other services to families. Representatives from these organizations may be invited to attend and conduct Parent Association meetings and workshops; alternatively, parents may be sent to attend meetings or workshops at these organizations as needed. Our Parent Coordinator evaluates the needs of parents through monthly meetings, surveys, mailings and other correspondence in both English and Spanish. The Executive Board of the Parent Association maintains ongoing communication with parents from each grade, and Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. As a result of this active engagement and parental surveys, we now offer evening ESL classes for parents. Ms. Mendoza, Parent Coordinator, communicates daily with parents and uses qualitative data to inform the topics of monthly parent workshops. Every year, based on parent needs, we develop more support systems for parent-teacher conferences with full engagement from the Parent Executive Board.

## 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 |
|   |   |   |   |   |   |   |   |   |   |    |    |    | L     |

| 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)   |   |   |   |   |   |   |   |   |   | 49 | 41 | 13 | 2  | 105   |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   | 17 | 37 | 38 | 24 | 116   |
| Advanced (A)  |   |   |   |   |   |   |   |   |   | 4  | 4  | 12 | 13 | 33    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 82 | 63 | 39 | 254   |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |    |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   |   |   |   | 31 | 26 | 8  | 2  |
|                            | I                 |   |   |   |   |   |   |   |   |   | 21 | 38 | 34 | 15 |
|                            | A                 |   |   |   |   |   |   |   |   |   | 12 | 15 | 15 | 12 |
|                            | P                 |   |   |   |   |   |   |   |   |   | 6  | 4  | 6  | 10 |
| READING/ WRITING           | B                 |   |   |   |   |   |   |   |   |   | 44 | 35 | 8  | 0  |
|                            | I                 |   |   |   |   |   |   |   |   |   | 22 | 43 | 38 | 23 |
|                            | A                 |   |   |   |   |   |   |   |   |   | 2  | 3  | 16 | 14 |
|                            | P                 |   |   |   |   |   |   |   |   |   | 2  | 1  | 1  | 3  |

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      |         |         |         |         | 0     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 8                      |         |         |         |         | 0     |
| NYSAA 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                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| 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<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam  |                            |                 |                             |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        | 295                        |                 | 113                         |                 |
| Integrated Algebra           | 55                         | 222             | 45                          | 124             |
| Geometry                     | 59                         |                 | 31                          |                 |
| Algebra 2/Trigonometry       | 21                         |                 | 11                          |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                | 20                         | 71              | 15                          | 53              |
| Living Environment           | 12                         | 135             | 6                           | 95              |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography | 30                         | 433             | 12                          | 158             |
| US History and Government    | 100                        | 55              | 64                          | 36              |
| Foreign Language             |                            | 38              |                             | 37              |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

| Native Language Tests      |  |                        |                        |                        |  |                        |                        |                        |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 15   | 76                     | 116                    | 60                     |  |                        |                        |                        |
| Chinese Reading Test       |  |                        |                        |                        |  |                        |                        |                        |

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

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

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:**

**Academy for Language and Tech**

**School DBN: 09x365**

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

| Name (PRINT)           | Title                             | Signature | Date (mm/dd/yy) |
|------------------------|-----------------------------------|-----------|-----------------|
| Arisleyda A. Ureña     | Principal                         |           | 1/1/01          |
| Russell Wasden         | Assistant Principal               |           | 1/1/01          |
| Debra Mendoza          | Parent Coordinator                |           | 1/1/01          |
| Jason Mount            | ESL Teacher                       |           | 1/1/01          |
| Alma Fuentes           | Parent                            |           | 1/1/01          |
| Joel Gutierrez         | Teacher/Subject Area              |           | 1/1/01          |
| Julio Alvarado         | Teacher/Subject Area              |           | 1/1/01          |
| Brenda Daisy           | Coach                             |           | 1/1/01          |
|                        | Coach                             |           | 1/1/01          |
| Vacancy                | Guidance Counselor                |           | 1/1/01          |
| Cristina Maria Jimenez | Network Leader                    |           | 1/1/01          |
| Claire Brennan         | Other <u>ELA Teacher, UFT Rep</u> |           | 1/1/01          |
| Jose Viñales           | Other <u>AP Administration</u>    |           | 1/1/01          |
| Rafael Vargas          | Other <u>History Teacher</u>      |           | 1/1/01          |
| Stephanie Darrow       | Other <u>ELA Teacher</u>          |           | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x365      **School Name:** Academy for Language and Technology

**Cluster:** IV      **Network:** 406

**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**

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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.

We only have to translate from English to Spanish. We do the translation in-house without a problem. Our school is for ELL families of Spanish background only.

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.

All of our students and families are of Latino background; therefore, we only have to translate from English to Spanish. We do the translation in-house without a problem. Our school is for ELL families of Spanish background only.

## Part B: Strategies and Activities

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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.

Due to the fact that all of our families are of Latino background, we continue to translate all the document we share with our families: letter, calendars, report cards, etc.

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.

The capacity of our organization to translate in Spanish is 100%. We have the ability to conduct meetings and conversation in both languages: English and Spanish.

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

The capacity of our organization to translate in Spanish is 100%. We have the ability to conduct meetings and conversation in both languages: English and Spanish. If there was ever a situation that a family with a language other than English and Spanish was to come to our school, we will immediately reach out to the office of Translation and Interpretation services. Academy for Language and Technology is in full compliant of CR A-663 which includes but are not limited to distributing Parents Bill of Rights as well as having all necessary signs and posters distributed on school site.

## 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: <a href="#">Academy for Language and Technology</a>  | DBN: <a href="#">09x365</a>                            |
| Cluster Leader:  | Network Leader: <a href="#">Cristina Maria Jimenez</a> |
| This school is (check one):    *conceptually consolidated (skip part E below)<br><input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below) |  |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):<br><input checked="" type="radio"/> Before school    *After school    *Saturday academy <input checked="" type="radio"/> Other:  |
| Total # of ELLs to be served: <u>120</u><br>Grades to be served by this program (check all that apply):<br><input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5<br><input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8    *9    *10    *11 <input checked="" type="radio"/> 12 |
| Total # of teachers in this program: <u>7</u><br># of certified ESL/Bilingual teachers: <u>2</u><br># of content area teachers: <u>5</u>   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

### Objective:

We are a conceptually consolidated school. Title III monies will be used to pay teachers per-session:

After-school 4 teachers, 2 hours (from 4-6 p.m.) at 15 sessions (TBT)

Saturdays 6 teachers, 5 hours (from 9-2) at 15 sessions--starting December 17th, 2011 to June, 2012

If we exceed the allocated amount as a conceptually consolidated school we will be commingle other funding sources. ! State certified English teacher; 1 State certified ESL teacher; 1 State certified Spanish teacher and 1 State certified Bilingual Science teacher.

"Bridges: Making Connections Between Academics and Life" will be a theme-based, interdisciplinary unit for LEP students at Academy for Language and Technology (09X365). Meeting after school and on Saturdays, students involved with this project will interact with bridges in a variety of different ways and on a variety of different levels. For instance, they will observe, measure, draw, and analyze the various structures of bridges in New York and around the world. They will exercise their bodies and minds as they traverse nearby bridges and explore the neighborhoods surrounding them. They will construct their own bridges and evaluate their effectiveness, resilience, and overall appearance. They will read books, stories, and articles that pertain to bridges—both physically and metaphorically—and they will create and publish their own stories using this theme. They will analyze and interpret the history of bridges and the impact that these structures have had on the advancement of world cultures and civilizations.

Students involved with this program will leave with improved literacy and numeracy skills in both English and Spanish. They will also walk away with a richer understanding of art, science, math, history and literature, and how each of these disciplines works together to create something that has played an integral part of the human experience: bridges.

### Rationale:

ALT serves a large number of ELLs, many of whom are recent immigrants, SIFE, and/or Long Term ELLs. Research has proven that strategic, theme-based programs benefit students in these situations by providing them with structure and scaffolding not always found in standard curricula. These types of programs are also known to strengthen and support what is being taught during the regular school day particularly when a strong emphasis is placed on literacy, numeracy, and academic rigor, often found in this kind of interdisciplinary approach. Furthermore, this kind of learning tends to be more "hands on"; as such, students learn directly by seeing, writing, listening, and speaking about the subject from a first-hand perspective. They "get their hands dirty" with the material. Each activity is interactive, and recognizes the various learning styles and modalities that each child brings to the experience. Finally, this learning approach exposes the children to elements of society and culture to which they otherwise

### Part B: Direct Instruction Supplemental Program Information

might not have access. These include, but are not limited to, museums, exhibitions, local excursions and distant trips.

### 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 at ALT are familiar with ESL strategies and many of them are, in fact, ESL certified. That said, teachers involved with "Bridges" will be asked to participate in additional workshops through Quality Teaching for English Learners (QTEL) workshops in the spring. These workshops sponsored by WestEd and offered through the Office of English Language Learners at the DOE, provide high quality instruction on the scaffolding of content material for ELLs, and come strongly recommended by many who have attended them in the past. Approximately 7 teachers associated with "Bridges" will attend various content-based QTEL workshops, either in February or in April, 2012.

September: Common Core Standards, Analysis of the Curriculum: Assessing Student Learning

October: Scaffolds--Reading Strategies for all content areas

November: Scaffolds--Reading Strategies for all content areas

December: NYSESLAT--data to inform planning (4 modalities)

January: Reflecting on CEP goals & Regents Data

February: Technology for supplementing student learning

March: Components of quality curriculum--LCI

April: Component of quality curriculum--LCI

May: Component of quality curriculum--LCI

June: Reflecting CEP goals, developing CEP goals for 2012-2013

### 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: Parents will be invited to participate in all activities. One special trip for parents will be a college visit out of NYC. The college visit will be determined by the Parent Association Executive Board. Please see topics below:

September: Parent Orientation

October: Parent Orientation, Monitoring Student Grades (Teacherease + ARIS)

November: College Admission--Finalcial AID

**Part D: Parental Engagement Activities**

December: Graduation Requirement, Drug Prevention Workshop  
 January: Tax Workshop (TBD)  
 February: Safety--Breaking the bullying cycle (TBD)  
 March: Cyber-Education (TBD)  
 April: A parents guide to gangs (TBD)  
 May: Kids to college and work place readiness (TBD)  
 June: Computer Smart

**Part E: Budget**

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

Allocation Amount: \$11200

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(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<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |

