



*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** SCIENCE AND TECHNOLOGY ACADEMY, "A MOTT HALL SCHOOL"

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09X454

**PRINCIPAL:** DR. PATRICK B AWOSOGBA, **EMAIL:** PAWOSOG@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MRS. DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dr. Patrick B. Awosogba	*Principal or Designee	
Ms. Jaymie Hernandez	*UFT Chapter Leader or Designee	
Mr. Thomas Lindsay	*PA/PTA President or Designated Co-President	
Mrs. Zoraida Rivera	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mr. Stany Leblanc	Member/	
Ms. Marcia Thomas	Member/	
Ms Norma Villafane	Member/	
	Member/	
Ms Golda Romelien	Member/	
Ms Juana Arnould	Member/	
Ms Marlha Yamile Bonilla	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, all staff will demonstrate progress toward developing the skill to utilize diverse student level data to drive instructional improvement.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- We have had a few challenges during the year. Because we have a large ELL population (29%) and a large IEP population (30%), we have struggled regarding meaningful differentiation of instruction. We made instructional decisions throughout the year using interim and formative assessments, including student grouping and differentiation and targeting for interventions. However, a barrier to a continuous improvement for our students including English Language Learners and students with Individualized Educational Plan is that we have not individualized differentiation of instruction effectively for them.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Action Plan:**

Teachers will participate in bi-weekly professional development focused on the core curriculum state standards and differentiated instruction. The professional development will include working with the AUSSIE consultant, teacher teams and feedback using Charlotte Danielson's Framework for Teaching. Teachers will also meet in grade teams to assess students' work and plan lessons that address needs.

Data that will inform our professional development include:

- Disaggregation of data on subgroups, ELL, GE, SPED

- Disaggregation of data on lower 33% student groups
- Disaggregation of data on gender groups
- A measurement based on comparisons with similar schools
- Interim Assessments
- Administration will make available learning opportunities offered by Fordham PSO, outside consultants internal experts and other Mott Hall Schools
- Use of data at weekly departmental and common planning meetings which have been built into teacher schedules – by grade cluster, by core teams and by subject area.
- Integration of student support team, standards and curriculum team, Inquiry and Core Teams work in school wide efforts
- Instructional Leadership meetings to cement school-wide initiatives around data-driven instruction
- Our timeline is from September 2011 – June 2012

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

- **Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- Provide 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;
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology

#### **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 become highly qualified, in order to achieve this goal.
- Comprehensive, multiple hiring steps.
- A clearly define theme based mission and vision
- Clearly defined opportunities for professional growth
- Comprehensive professional development plan
- Strong, collaborative culture of learning

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

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

Our intermediary, Fordham PSO, embodies core values and expectations in the school’s Essential Features. These essential features are actions all schools in the network must engage in to be successful and to sustain their success. Exemplary citizenship is a critical component of the Science and

Technology Academy school culture and is reflected in the integration of our Seven Character Themes: Respect; Responsibility; Honesty; Integrity; Compassion; Generosity; and Fairness.

These seven Character themes pervade all aspects of our school environment and school life. The themes inform our instructional, professional development and operational and management decisions.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Instructional Leadership meetings to cement school-wide initiatives around data-driven instruction
- Use of tax-levy and Title I funding to support all teachers
- Per session support will be contingent upon budget availability  
Funding projection = \$9,800 (14 @ 16 – 1 hour sessions)

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All staff through teacher teams will improve instructional practices that will increase the percentage of students on levels 3 & 4 and to reduce the percentage of students on levels 1 & 2 by 5% including all subgroups, on statewide assessments.

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Our needs assessment is a school wide initiative regarding schoolwide consistency about learning outcomes for all students, time in the classroom, grouping of students and academic rigor and relevance of instruction. Specifically, we are engaging in on-going conversation about how to sustain our routines, instructional practices and learning environment to meet grade level expectations in all subjects for all students.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

d) timeline for implementation.

**Action Plan**

- Train new staff in “SLICE” protocol.
- In teams, teachers will collect data in identified classes for evidence of inquiry learning
- Multiple writing opportunities through the writing matters curriculum
- After school Literacy and Mathematics enrichment program and study groups
- Teachers meet in teams to assess student work looking for evidence of critical thinking.
- Periodic Assessment data analysis conducted in 6 week cycle after each periodic assessment and on-going throughout the school year during common planning sessions
- Use 21<sup>st</sup> Century funding to support enrichment programs.
- Timeline: September 2011 – May, 2012

**Strategies to increase parental involvement**

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

**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 become highly qualified, in order to achieve this goal. Comprehensive, multiple hiring steps.
- A clearly define theme based mission and vision
- Clearly defined opportunities for professional growth
- Comprehensive professional development plan
- Strong, collaborative culture of learning

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We program all students for AVID (Achievement via Individual Determination), an advisory program that focuses on writing, inquiry, collaboration and Reading. This program supports our Literacy for All strategy through comprehensive reading and writing and tutorial activities.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Use of tax-levy and Title I funding to support all teachers
- Per session support will be contingent upon budget availability
- Funding projection = \$21500 (6 teachers/3 hours/week/ 28 weeks implementation cycle)

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2012, all teachers will develop the capacity to integrate and utilize technology as a tool to improve academic achievement and teacher effectiveness

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Writing is a challenge for several of our students based on their performance on the short response questions on our periodic assessments to date. In addition, only 26% of our students are proficient in English Language Arts while most of them are level 2 on the Spring, 2011 NYS ELA test. We would like to use technology as an instructional tool to improving our students' critical thinking and writing skills.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Action Plan:**

- Collaborate with Teq. Equipment to provide monthly webinar to teachers
- Equip all classrooms with a smartboard and a projector
- At least 80% of new hires will be technologically inclined.
- School leader and grade team leaders reinforce the on-going use of technology as an instructional tool throughout the school year
- Collaborate with Connected Learning to provide differentiated PD to teachers
- Timeline: September 2011 – June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Technology workshop for parents
- Connected learning instructional software training for parents
- Curriculum Night (information session)
- Updates in Parent Newsletter.

**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 become highly qualified, in order to achieve this goal.
- A clearly define theme based mission and vision
- Clearly defined opportunities for professional growth
- Comprehensive professional development plan
- Strong, collaborative culture of learning

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We work with “Computers for Youth” a citywide program that provides free desktops and instructional software to students. Parents and students receive four hours of training on how to use the software as a learning tool

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Use of tax-levy and Title and Title III funding to support all teachers.
- Per session support will be contingent upon budget availability
- Create a project manager position
- Funding projection = \$860 @ 10 – 2 hour sessions

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- Support staff's capacity to prevent disciplinary problems and create a respectful, collaborative and team based classroom and school culture

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- We are a third year school currently at capacity. In our first year, we logged in OORS just about 6 infractions; the number of infractions we logged doubled in our second year. While this increase might be due to increased number of students, we believe we need to do a better job of supporting our staff so they can create a classroom environment conducive to learning.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Action Plan:**

- Principal addresses school-wide core values throughout the school year especially during daily community meetings
- Reinforce school-wide code of conduct during advisory
- Create service learning groups for positive reinforcement of school core values
- Train all new staff on effective classroom management strategies

- Timeline: September 2011 – June 2012

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

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

### **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 become highly qualified, in order to achieve this goal.
- A clearly define theme based mission and vision
- Clearly defined opportunities for professional growth
- Comprehensive professional development plan
- Strong, collaborative culture of learning

### **Service and program coordination**

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

We have several service learning initiatives the support our students' social and emotional learning. Among these is the "Neighborhood Heroes" Severa students spend 2 hours weekly at a neighborhood Nursing homes where they read, sing and share stories with seniors. We have identifies 22 of our students who are most in need of emotional support based on data on discipline infractions. These students are assigned mentors who track progress and who is constant communication with the students' parents and guardians.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - Use of tax-levy and Title and Title III funding to support all teachers.
  - Per session support will be contingent upon budget availability
  - Create a project manager position
  - Funding projection = \$860 @ 10 – 2 hour sessions

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

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

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

### **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 become highly qualified, in order to achieve this goal.

**Service and program coordination**

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

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			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>	70	65	73	56			20	
<b>7</b>	65	60	58	73			28	
<b>8</b>	70	60	80	80			34	
<b>9</b>								
<b>10</b>								

11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>All these services are provided in small groups and individualized based on students' 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade NYS ELA &amp; Math Scores and our diagnostic ELA &amp; Math scores.</p> <p>Read 180: Literacy enrichment for ELL and IEP students</p> <p>AVID: Study skills designed to help student 2 years behind grade level</p> <p>Push-in/Pullout Services by ELL and SPED teachers</p> <p>After school tutorial</p> <p>Extended class time: 100 minutes block in Humanity Literacy</p>
<b>Mathematics</b>	<p>Team teaching</p> <p>Apangea; Web based math intervention program</p> <p>AVID: Study skills designed to help student 2 years behind grade level</p> <p>Push-in/Pullout Services</p> <p>After school tutorial</p> <p>Extended class time: 100 minutes blocks in Mathematics</p>
<b>Science</b>	<p>AVID: Study skills designed to help student 2 years behind grade level</p> <p>Push-in/Pullout Services</p> <p>Independent Science Exposition projects</p>
<b>Social Studies</b>	<p>AVID: Study skills designed to help student 2 years behind grade level</p> <p>Push-in/Pullout Services</p> <p>Club activities designed to support social studies content, skill and themes</p> <p>Individual student Case Study</p>

<b>At-risk Services provided by the Guidance Counselor</b>	NA
<b>At-risk Services provided by the School Psychologist</b>	NA
<b>At-risk Services provided by the Social Worker</b>	Small group and one on one Counseling configurations during session time Case Study to identify each student's growth areas and to support as needed Monitoring attendance and doing community outreach.
<b>At-risk Health-related Services</b>	One to one paraprofessional for one students

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

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

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

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

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

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>Fordham</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>454</b>
School Name <b>Mott Hall Science &amp; Technology Academy</b>			

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

Principal <b>Dr. Patrick Awosogba</b>	Assistant Principal <b>type here</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Ms. Genevieve Balderston</b>	Guidance Counselor <b>Ms. Brenda Rodriguez</b>
Teacher/Subject Area <b>Ms. Jaymie Hernandez, TBE</b>	Parent <b>Ms. Norma Villafane</b>
Teacher/Subject Area <b>Ms. Sabrina Van, Science</b>	Parent Coordinator <b>Ms. Sonja Fernandez</b>
Related Service Provider <b>type here</b>	Other <b>Ms. Alyssa Wilday, P.E.</b>
Network Leader <b>Ms. Marg Struk</b>	Other <b>Ms. Rebecca Ades, ELA</b>

**C. Teacher Qualifications** [i](#)

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>4</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>21</b>

Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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## D. School Demographics

Total number of students in school	382	Total Number of ELLs	90	ELLs as share of total student population (%)	23.56%
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# Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon enrollment, potential ELLs are identified by conducting an informal oral interview, in English and/or native language, to complete the HLIS survey. The interview is conducted by ESL or bilingual staff in English and Spanish, and NYDOE translation services are called if translation services are needed for other native languages. Initial student class placement is based on this interview, and confirmed after LAB-R testing by ESL or bilingual staff within 10 days of enrollment. Spanish-speaking students are administered the spanish LAB if determined to be eligible based on LAB-R results. Upon confirmation of ELL status, parental notification explaining placement and procedures are sent in the native language. All ELLs complete the annual NYSESLAT assessment to measure progress towards English language proficiency. NYSESLAT eligibility is determined by the RLER report in ATS. Testing is scheduled and coordinated by the ESL coordinator.

ESL/Bilingual staff responsible for initial screening and administering the HLIS and LAB-R:

Genevieve Balderston, ESL Teacher/Coordinator, K-12 ESL certification

Melissa Castro, Bilingual Teacher, Common Branch certification with bilingual extension

Jaymie Hernandez, Bilingual Teacher, Common Branch certification with bilingual extension

Miriam Ruiz, Bilingual Teacher, Common Branch certification with bilingual extension, and ESL certification

ESL/Bilingual staff responsible for determining eligibility, placement, and issuing parent letters:

Genevieve Balderston, ESL Teacher/Coordinator, K-12 ESL certification

2. Parent orientation is conducted by ESL or bilingual staff at the time of first enrolment, in the native language by staff (if Spanish) or NYDOE translation (for other languages). At this time, parent choices are explained, information is provided in the native language, parents watch the informational DVD in their native language, and ask questions regarding the program and instruction. NYDOE translation services are called if translation services are needed for native languages other than Spanish. The parent survey and program choice form is completed at the time of enrollment, with parents notified that students will complete the LAB-R within 10 days to verify ELL status.

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

<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5	
<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input checked="" type="radio"/> 9	<input checked="" type="radio"/> 10	<input checked="" type="radio"/> 11	<input checked="" type="radio"/> 12

3. To ensure the Parent Survey and Program Selection for parent orientations are completed by ESL/bilingual staff. If a parent chooses not to complete the forms during the orientation, the ESL coordinator will contact parents by phone to ensure the forms are returned within 10 days of enrollment. Entitlement letters are issued within 10 days of student enrollment by the ESL coordinator, upon completion of LAB-R assessment. If a form is not returned despite these measures, TBE will be the default program assigned for Spanish-speaking students. Copies of the HLIS, Parent Survey, Program Selection form, and entitlement letter are retained in a binder with the ESL coordinator, as are copies of annual continued entitlement or proficiency letters.

4. At time of enrollment and based on the findings from the parent interview and the HLIS form, new ELLs are placed in either TBE or ESL program (currently the school does not have a Dual Language program). Initial placement is provisional; contingent on results of the LAB-R assessment, conducted within 10 days of enrollment. Students who are Spanish-dominant are placed in the TBE program. Students with a native language other than Spanish, or who have an IEP mandating specific classroom setting, are assigned another class for ESL instruction. Parents are consulted if students' initial placement is not supported by their LAB-R results (i.e. tested proficient).

5. Since MHSTA opened in Fall 2009, we have conducted orientations and placed 14 students as ELLs. Parent choices from the Program Selection form for our newcomer ELLs include 8 Transitional Bilingual, 5 Dual Language, and 1 ESL choice. Currently we offer TBE and ESL programs. Given our growing ELL population and the number of Dual Language preferences, we will begin considering the resources needed to develop a program next year.

6. The programs offered at MHSTA (TBE and ESL) are based on NYS research-proven successful program models and staff resources. Continuing ELL students enrolled after participating in various programs at several other schools. Parents were informed of student program placement for 2011-2012 in parent notifications which also note scores on most recent LAB-R or NYSESLAT. Parents were also informed of our programs and student placement during Curriculum Night held 10/11/11. Parents of new enrollees who selected a Dual language (DL)

program were informed during orientation of their right to enroll in DL at another school, or to have their child placed in a Transitional Bilingual (TB) program here. To date, all parents who selected DL have chosen to have their child attend TB at our school.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	2					4
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	3	0	0	0	0	7

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	38
SIFE	7	ELLs receiving service 4-6 years	29	Long-Term (completed 6)	25

**Number of ELLs by Subgroups**

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	30	5	4	18	1	11	11	0	7	59
Dual Language										0
ESL	6	0	3	11	1	7	14	0	9	31
<b>Total</b>	<b>36</b>	<b>5</b>	<b>7</b>	<b>29</b>	<b>2</b>	<b>18</b>	<b>25</b>	<b>0</b>	<b>16</b>	<b>90</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							21	15	23					59
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>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>15</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59</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 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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ___	Asian: ___
Native American: ___	White (Non-Hispanic/Latino): ___
	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							1	18	8					27
Chinese														0
Russian														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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>21</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</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?

1a) The organizational models used in the TBE program are self-contained, with push-in native language support in content areas (math and science), and pull-out differentiated ESL instruction based on language proficiency

## A. Programming and Scheduling Information

levels. In the ESL program, the model is pull-out differentiated language instruction for advanced ELLs not in TBE classes, and push-in ESL scaffolding for ELLs with IEPs in self-contained special education classes. For TBE and ESL programs, a certified ESL and/or bilingual teacher works with the certified subject area teacher to provide English language scaffolding to support grade-level content for beginner, intermediate, and advanced ELLs.

1b) TBE program models use block and heterogeneous grouping. There are four Spanish TBE classes: One general education 6th grade, one general education 7th grade, one general education 8th grade, and one 8th grade class for ELLs with IEPs specifying bilingual education in a 12-1-1 setting. ELLs in these classes include beginner, intermediate, and advanced students. ESL program models are push-in and pull-out, and use block and heterogeneous grouping. ELLs in 6<sup>th</sup>-8<sup>th</sup> grades who receive ESL instruction remain with their home class for content instruction with push-in ESL and NLA support. Students in the 6<sup>th</sup>-8<sup>th</sup> grade general education TBE classes have a daily class of English language development and reading skills, which is ungraded and homogenous: newcomer students in 6<sup>th</sup>-8<sup>th</sup> grade receive beginner ESL instruction, while intermediate and advanced students in both grades receive differentiated reading and writing instruction. Currently there are no non-TBE beginner students.

2. Staff organization for mandated ESL/NLA/ELA instructional minutes is arranged to ensure standard, varied, grade-level instruction for students in heterogeneous class settings (TBE), push-in ESL, and pull-out ESL class. Students in TBE programs receive ESL, NLA, and ELA instruction from certified bilingual instructors. Advanced ELLs in the ESL program receive ELA instruction from a certified literacy instructor with ESL extension, and 200 minutes weekly of pull-out ESL from a certified ESL instructor. Students in 8<sup>th</sup> grade special education classes receive ESL/NLA/ELA instruction from a certified bilingual special education instructor, while those in 6<sup>th</sup> and 7<sup>th</sup> grade receive ESL instruction from a certified ESL or bilingual instructor.

Content instruction in TBE programs are delivered by a certified content teacher with push-in bilingual teacher support for math and science.

Students in ESL programs receive ESL instruction from a certified ESL instructor and/or bilingual instructor, while content courses are taught by certified content teachers.

2 a) TBE programs consist of eight classes of ESL weekly (400 minutes) for beginner and intermediate students. Advanced students have 4 classes weekly (200 minutes) of ESL and 4 classes weekly (200 minutes) ELA. All students have 4-6 classes weekly (200-300 minutes) of NLA instruction. To accommodate the instructional needs and requirements of our heterogeneous TBE class populations, we provide varied amounts of ESL and NLA instruction within content classes using collaborative teaching methods and grouping based on academic and language proficiency levels.

ESL programs consist of 4 classes (200 minutes) weekly of pull-out and/or push-in ESL. Currently the ESL program contains only advanced ELLs, and students with IEPs in general education settings receiving related

## A. Programming and Scheduling Information

services. In the event that we have additional beginner ELLs join the ESL program, we will create a schedule to offer 8–10 ESL pull-out classes.

So far this year we have received two newly enrolled ELLs, both Spanish-speakers, who were placed in TBE based on parent choice. In addition, this year we have ELLs from five language groups (Spanish, French, Hausa, Ibo, Wolof). To ensure mandated instructional minutes and meet the instructional needs of students at all language proficiency levels, we use flexible small group instruction based on ongoing assessments.

3. Content areas of math, science, and humanities/history include standard, varied, grade-level instruction

### 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100% glossaries for student native language support, and the history class uses an English and Spanish version of the text. Math teachers use native language math assessments for periodic assessments. All TBE classes have bilingual and Spanish libraries. Students in TBE programs use Spanish texts and produce materials in English and Spanish, based on their proficiency level.				
	Dual Language			
4. To ensure that ELLs are appropriately evaluated in their native language, the NLA class in TBE programs incorporates ongoing formative and summative assessments in Spanish, for reading and writing. Content teachers provide translated versions of tests, and/periodic assessments and annual exams.				
	Freestanding ESL			
5. Instruction is differentiated for all ELL subgroups. MHSTA uses the Read 180 program, Apangea math program, and extended instructional days (twice weekly, additional 2 hours instruction in reading and math) to build student strengths in language, literacy, a				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

5a) SIFE Students: SIFE students (currently there are four students in 6<sup>th</sup> grade, 1 in 7<sup>th</sup> grade, and 2 in 8<sup>th</sup> grade) receive additional instructional support via meetings with content teachers to discuss and address weaknesses. They receive weekly pull-out ESL instruction, and attend extended day programs 3 hours per week

## 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.

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## B. Programming and Scheduling Information--Continued

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9. ELLs achieving proficiency on NYSESLAT receive continuing transitional support within classes from content teachers who meet regularly with ESL/bilingual instructors to learn and apply ESL teaching methodologies to support continued language development. This year there are 39 proficient ELLs being monitored for academic progress: 15 6<sup>th</sup> graders, 14 7<sup>th</sup> graders, and 10 eighth graders who tested proficient within the last two years. All teachers meet in weekly grade and content team meetings, at which individual student needs and instructional strategies are discussed. Former ELLs receive testing accommodations for up to two years after testing out, based on recommendations by classroom teachers for optimal student support.

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11. Based on student performance data, we discontinued use of the Achieve3000 online reading intervention program. Instead, we have expanded use of Read180 for all ELLs and special needs students. Other changes may be made based on similar student performance data.

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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)?

Not applicable.

### Courses Taught in Languages Other than English

#### D. Professional Development and Support for School Staff

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

1. ESL and NLA/bilingual instructors will attend various professional development workshops throughout the year, including the Language Allocation Policy (LAP) Development workshop in October. ESL/Bilingual common branch, and subject area teachers will attend additional workshops for working with English learners in the content areas throughout the year, including working with ELLs in math and content areas. All teachers, including ESL/bilingual, common branch, and subject area teachers, participate in weekly grade team meetings to discuss student needs and instructional strategies across all content areas. ELL teachers have an additional weekly meeting specifically to share instructional best practices, targeted interventions, and address data-determined student needs. A Heinle representative is scheduled to attend these meetings throughout the year to provide ongoing training on using the Milestones language series, currently used for ESL instruction at all grade levels. discuss student needs relevant to ESL and TBE programs and instruction.

2. MHSTA is now at full student capacity with our first 8<sup>th</sup> grade class in September 2011. Professional development is currently underway for all staff on promoting the critical thinking routines/writing routines that are necessary for high school. Teachers of 8<sup>th</sup> graders, including ELLs, meet weekly to ensure that English acquisition is linked to content and common core standards, and aligned with regents material. All 8<sup>th</sup> graders also receive weekly guidance on the High School application process, and preparation for High School setting and course-work.

3. As a continuation from last year, all MHSTA staff participate in our PD initiative on differentiation, which includes examination of expert knowledge on what is differentiation and how to apply it in the classroom, book analyses on differentiating instruction for all learners, dissecting case studies of differentiation across content areas, and finally, analyzing current lesson plans to observe evidence of differentiation. Staff meet with grade teams weekly to discuss school and student specific issues, and share best practice instruction for all subgroups, including ELLs. The school also has a formal professional development contract in progress for all staff: AUSSIE Consultants will conduct ongoing half an dall day sessions throughout the year, working with literacy and content teachers to increase effectiveness in classroom management and instructional differentiation, particularly with ELLs , at-risk students, and those with special needs. Participating staff include: Principal, Dean, ESL/Bilingual/common branch/subject area teachers, paraprofessionals, guidance counselor/social worker,

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## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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MHSTA also uses technology to promote parent involvement, including Engrade, a web-based grading and communication system which allows students and their parents to check assignments and grades, and communicate with each teacher. Our automated voice messaging system leaves voice messages in Spanish for Spanish-speaking parents to make them aware of school events and requirements.

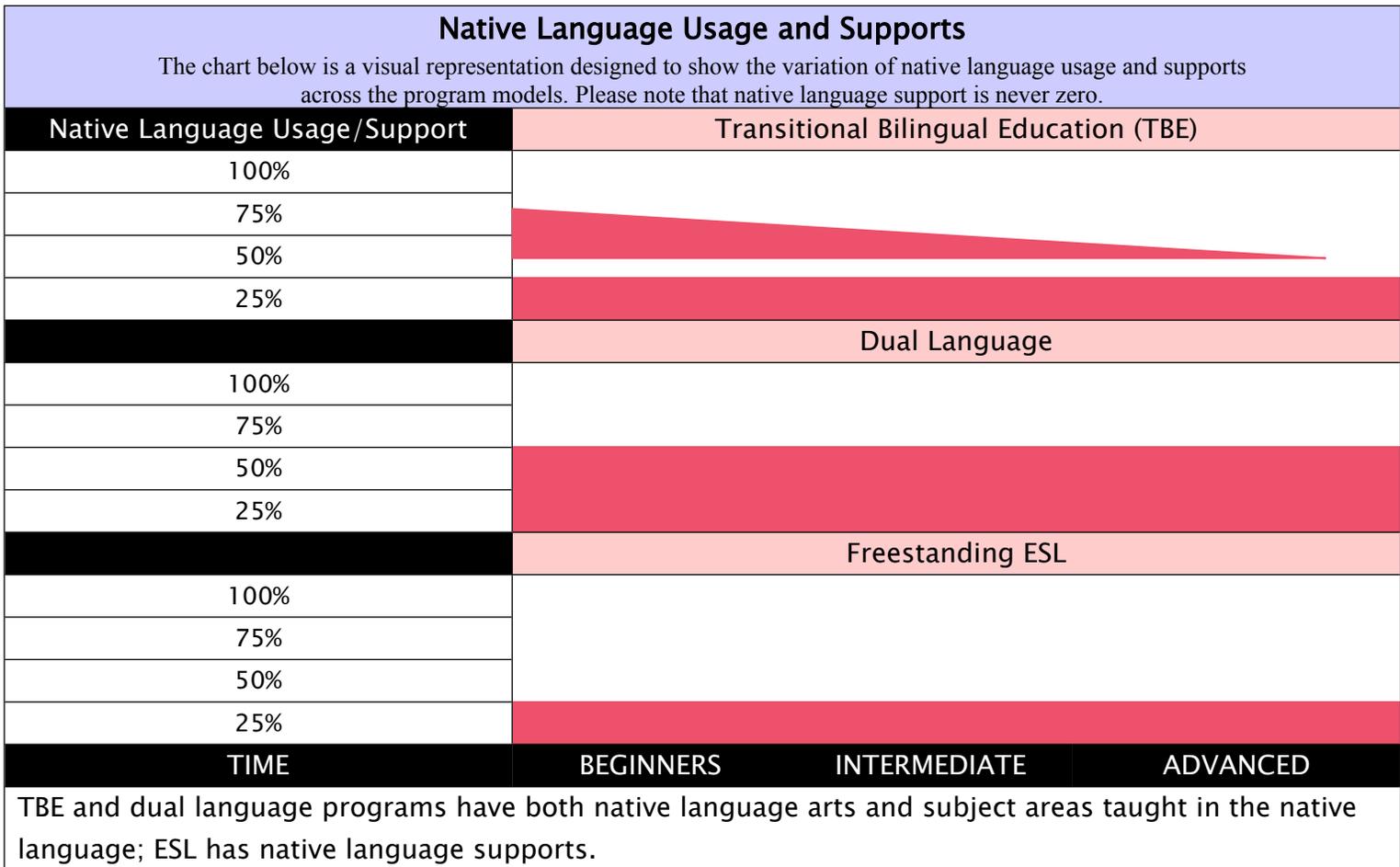
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3. MHSTA evaluates the needs of parents informally through individual parent conferences and communication with the parent coordinator, and formally through regularly scheduled PTA and SLT meetings throughout the year. During our annual summer orientation for new students, parents attend and meet with the principal and Parent Coordinator to receive information and ask questions. MHSTA also offers multiple Open House days during fall and spring, which provide translated information services and seek input on upcoming parental interests and needs.

4. The schedule of parent workshops and informational sessions chosen was based on information gained from the school social worker and PTA members last year. Parent involvement activities are planned on an ongoing basis, and currently include the following: New student/parent orientation; Curriculum Night; Communities for Learning, student/parent computer training; Open House (fall and spring); monthly PTA meetings, Student-Led Conferences; Awards Day celebrations; Multicultural Day Talent Show; Science Exposition.

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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## B. Programming and Scheduling Information--Continued

- 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.
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MHSTA also uses technology to promote parent involvement, including Engrade, a web-based grading and communication system which allows students and their parents to check assignments and grades, and communicate with each teacher. Our automated voice messaging system leaves voice messages in Spanish for Spanish-speaking parents to make them aware of school events and requirements.

2. The school social worker has scheduled a series of parent workshops throughout the year, including presentations by Planned Parenthood, American Red Cross, and EPIC, which provides parenting workshops on a variety of topics relevant to middle schoolers. All workshops include translation for Spanish-speaking parents and others. For the second consecutive year, Connected Learning is providing free desktop computers and software training to all 6<sup>th</sup> grade students. Students must attend a 4 hour training session (offered in English and Spanish) with a parent to obtain the computer, and can access ongoing support for hardware and software issues throughout the school year.

3. MHSTA evaluates the needs of parents informally through individual parent conferences and communication with the parent coordinator, and formally through regularly scheduled PTA and SLT meetings throughout the year. During our annual summer orientation for new students, parents attend and meet with the principal and Parent Coordinator to receive information and ask questions. MHSTA also offers multiple Open House days during fall and spring, which provide translated information services and seek input on upcoming parental interests and needs.

4. The schedule of parent workshops and informational sessions chosen was based on information gained from the school social worker and PTA members last year. Parent involvement activities are planned on an ongoing basis, and currently include the following: New student/parent orientation; Curriculum Night; Communities for Learning, student/parent computer training; Open House (fall and spring); monthly PTA meetings, Student-Led Conferences; Awards Day celebrations; Multicultural Day Talent Show; Science Exposition.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						7	5	9					21
Intermediate(I)							7	10	13					30
Advanced (A)							9	21	9					39
Total	0	0	0	0	0	0	23	36	31	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B							2	2	2				
	I							7	8	4				
	A							10	15	15				
	P							4	9	8				
READING / WRITING	B							6	5	7				
	I							8	9	13				
	A							9	18	8				
	P							0	2	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	7	0	0	19
7	18	13	0	0	31
8	16	9	0	0	25
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6	0	12	3	3	2	0	0	26
7	6	1	20	2	4	1	0	0	34
8	8	0	14	1	3	2	0	0	28
NYSAA Bilingual Spe Ed									0

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	26	8	7	10				
Chinese Reading Test								

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

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

1. All incoming 6th grade students, including ELLs, complete benchmark literacy and math assessments during summer orientation and in the first week of instruction. This data is supplemental to ELA, Math, and NYSESLAT assessment results from the prior spring administration, and forms a current picture of our incoming students. The READ180 program uses periodic Scholastic Reading Inventory assessments to determine student baseline and growth on lexile levels. Analysis of these assessment tools forms the basis for classroom assignment, ESL push-in instructional schedules, and in-class instructional grouping. This year, 13 incoming 6th grade ELLs had scored level 1 on the spring ELA administration, which prompted the development hetero- and homogenous instructional groupings in ESL to ensure that students' literacy needs were addressed.

2. LAB-R and NYSESLAT data reveal that in 7th grade, the majority of the ELLs at MHSTA are advanced (58% advanced, 27% intermediate, 14% beginner), while in 6th grade there is a small majority (30% beginners, 30%

## Additional Information

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

## Part VI: LAP Assurances

School Name: Mott Hall Science and Tech  
9X454

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Patrick Awosogba	Principal		10/14/11
	Assistant Principal		10/14/11
Ms. Sonja Fernandez	Parent Coordinator		10/14/11
Ms. Genevieve Balderston	ESL Teacher		10/14/11
Ms. Norma Villafane	Parent		10/14/11
Ms. Jaymie Hernandez	Teacher/Subject Area		10/14/11
Ms. Sabrina Van	Teacher/Subject Area		10/14/11
	Coach		10/14/11
	Coach		10/14/11
Ms. Brenda Rodriguez	Guidance Counselor		10/14/11
Ms. Marg Struk	Network Leader		10/14/11
Ms. Alyssa Wilday	Other <u>Teacher/ P.E.</u>		10/14/11
Ms. Rebecca Ades	Other <u>Teacher/ELA</u>		10/14/11
	Other		10/14/11
	Other		10/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 9X454      **School Name:** Science &Tech Academy, A Mott Hall

**Cluster:** 551      **Network:** FORDHAM

**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.

Written Translation: School messenger, a technology based program and google messenger  
Oral translation: We'll use our Parent Coordinator and social worker who are proficient in Spanish to translate for our parents  
Data: We'll collect data from the home language survey to identify needs; We will also conduct a need assessment

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.

In our finding, we have 90 enrolled English Language Learners, 86 of them speak Spanish. This data is represented in our LAP report. Based on this data and the result of the survey of parents of our ELL students, we have a good idea of our oral interpretation needs. The findings were reported in our monthly parent newsletter and announced at our PTA meetings

## 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.

Written Translation Service: We'll backpack parent letters in both English and Spanish; We will use the school messenger to send messages to parents in multiple languages. School messenger transmits message immediately through phone and text based on how it is scheduled. Our translation service will be provided in-house

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.

Our oral translation service will be provided by our parent coordinator and social worker.

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>.

We will conduct parent need assessment by creating a survey to determine needs. We will also announce our translation services in our monthly newsletter

## 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: Science and Tech Academy	DBN: 09X454
Cluster Leader: Dr. Anita Batisti	Network Leader: Margaret Struk
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 90 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ✱6    ✱7    ✱8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 4

### 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:

Rationale: Over 80% of our ELL population are beginners and intermediate according to the NYSESLAT. Additional 10-15% are long term ELLs. We purchased Read licences last year to support these students but we don't have enough space in our daily schedule to provide as much language acquisition support as we would like. Our after school programs provides the opportunity for this support

Sugroups: ELL students (6, 7 & 8 grades)

Schedule and Duration: Every Tuesdays and Thursdays (3:15pm - 5:00pm)

Language of Instruction: English and Spanish

# and Types of Certified Teachers: 2 Bilingual Ed certified teachers

Materials: Read 180 Instructioanal Model (Scholastic)

### 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:

Rationale: PD topics guided by the needs of all students, PD organized into units of study in which learning builds over time, PD takes place in core, content and grade teams and effectiveness of PD assessed by formal and informal feedback from participants. All staff are involved in the PD.

Professional development workshops are facilitated by grade team leaders, principal and aussie consultants

### 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

**Part D: Parental Engagement Activities**

Begin description here:

Rationale: 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.

Schedule & Duration: Once/Month PTA meetings, parent workshops and parent newsletter

Topics: Curriculum and instruction, technology, parenting workshops

Name of Provider: Our social worker, Ms Brenda Rodriguez and out parent coordinator, Ms Sonja Fernandez

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>		