



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 07x473

**PRINCIPAL:** FLAVIA PUELLO- PERDOMO **EMAIL:** FPUELLOPERDOMO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GERALDINE GERI TAYLOR BROWN

**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
Flavia Puello Perdomo	*Principal or Designee	
Krystle Smith	*UFT Chapter Leader or Designee	
Stacey Heyward	*PA/PTA President or Designated Co-President	
Marianna Rodriguez	DC 37 Representative, if applicable	
Andreina Batista	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Michelle Graham	CBO Representative, if applicable	
Nancy Martin	Teacher	
Bienvenido Hernandez	Teacher	
Felix Martinez	Parent	
Jennifer Diallo	Parent	
Danice Jeremy	Parent	
	Member/	
	Member/	

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

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

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

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

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

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

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

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

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

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

**ANNUAL GOAL #1 AND ACTION PLAN**

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

**Annual Goal #1**

Increase credit accumulation for our lowest third by infusing differentiated instruction across the content areas.

## 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**

Increase reading by 2 grade levels for students reading below 9<sup>th</sup> grade and by 1 grade level for students reading at 9<sup>th</sup> grade or above.

### **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.

More than 80% of our students enter the school performing at level 1 and 2 in the ELA 8<sup>th</sup> grade standardized assessment. Since many of our students have low literacy levels, this is impacting their performance in content area classes. The English Regents weighted pass rate was 76.9% when compared to our Peer Horizon and 74.5 % when compared to the citywide range the 2010-2011 progress report.

### **Instructional strategies/activities**

#### Strategies:

- Assess student reading levels with Scantron Performance Series in Fall, Winter, & Spring.
- Implement Independent Reading program involving “7 Habits of Proficient Readers” in advisory and ELA classes.
- Use Scantron results to create differentiated assignments for students in their ELA classes.
- Use instructional strategies to improve reading skills:
  - Daily “Read Aloud/Think Aloud”
  - Multi-Sensory independent reading journals
  - Vocabulary exercises
  - Instruction of “7 Habits of Proficient Readers”
  - Literature Circles with assigned roles for instructional-text discussion
  - Socratic Seminars, using close reading to analyze literature
  - Independent Reading program logs/ annotated bibliographies
  - Book Clubs
  - Selection of culturally and historically relevant reading materials
- Implement reading intervention program Achieve 3000 during our second marking period for a selected group of 9<sup>th</sup> grade students that are reading at a 4<sup>th</sup> grade level or below.
- Develop and implement a plan to address reading deficiencies of students in 10<sup>th</sup> -12<sup>th</sup> grade by the end of December 2011.
- Communicate reading level results to parents.
- Communicate reading level results to students.

**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.

The school leadership team will put together a family literacy night during the spring 2012 to allow parents to become more involved and aware of the literacy interventions and activities the school is doing to improve students literacy skills.

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

- Arrange training for staff to learn about Scantron Performance Series. (The training will be differentiated for teachers based on their knowledge of Scantron)
- Align department and individual teacher goals with our literacy 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.

Mott Haven Village Prep has an integrated program which includes all sources of support and uses those sources to achieve school wide goals.

**Budget and resources alignment**

- Creating a school schedule that allows for teachers to pull out students for Achieve 3000 reading intervention in 9<sup>th</sup> grade.
- Arrange training for Scantron Performance Series
- Arrange training for Achieve 3000
- Utilize contract for excellence funds to purchase achieve 3000 software.
- Use school funds to purchase additional laptops computer for Scantron Performance Series testing.
- Use NYSTEL funding to purchase additional books for classroom libraries for independent reading.
- Encourage English teachers to apply for NYPL internships to help them maintain IR libraries

### 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**

Increase numeracy skills by 2 grade levels for students under 9<sup>th</sup> grade math level, and by 1 grade level for every student at 9<sup>th</sup> grade math level or above. Therefore, by June 2012, 50% of students taking the Integrated Algebra Regents Exam will obtain a score of 65 or more.

(Our school data from previous years shows a positive correlation between math grade level, measured on scantron assessments, and passing math regents exams)

#### **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.

More than 50% of our students enter the school performing at level 1 in the math 8<sup>th</sup> grade standardized assessment. The mathematics weighted pass rate was 9.2% when compared to our Peer Horizon and 7.4% when compared to the citywide range the 2010-2011 progress report.

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

- Scantron Assessments- three times per year, all students will be assessed with Ed Performance Scantron Tool. All math teachers will use the results to make proper adjustments on their daily lessons.
- Cross-curricular collaboration—All other teachers in the school will infuse activities in their lessons, at least twice per a moth, using data analysis, statistics, probability, or measurements.
- Teachers in other subject will create and/or gather samples of mathematical connections to their specific content area. Share newspaper articles, magazine articles, and professional journal articles that show how mathematics is utilized in their academic disciplines.
- All staff will avoid sharing any personal “math phobias” or a personal dislike of mathematics
- Extended Day/After School Programs – Math teachers working on those programs will use the scantron results to guide the instruction
- Math Skills Classes – Teachers working on the Math Skills Classes will also guide their instructions on the scantron results
- Students will complete a project at least once a month that uses mathematics in ways that most people would use mathematics in a work setting.
- Students will solve open-ended questions in which they are asked to provide multiple solutions at least weekly.

#### **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.
- Mott Haven will provide materials and training to help parents work with their children to improve their achievement level, in particular with improving literacy and numeracy skills.
- Our school will provide assistance to parents in understanding City, State and Federal standards and assessments, including the new Common Core Standards.
- Mott Haven will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress through the use of our online grading and communication system, Jupitergrades (a.k.a- Snapgrades). This system allows for school personnel, students, and parents

daily access to the student's academic, behavioral, and social progress and the ability to communicate with one another in an effective manner. Parents will be provided training and continued professional development on how to utilize all of the functions of this system.

**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.

- Arrange training for staff to learn about Scantron Performance Series. (The training will be differentiated for teachers based on their knowledge of Scantron)
- Align department and individual teacher goals with our mathematics goals.
- Allow for common planning time for teachers to collaborate in order to achieve this goal.
- Arrange for professional development activities for teachers to learn about mathematics common core standards and intervention to support students with low mathematic skills.

**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.

Mott Haven Village Prep has an integrated program which includes all sources of support and uses those sources to achieve school wide goals.

**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.

- Creating a school schedule that allows for math teachers to work all of our 9<sup>th</sup> grade students on a math lab to work on building students numeracy skills.
- Arrange training for Scantron Performance Series
- Utilize contract for excellence funds to pay teacher per session for math tutoring and Regents prep. courses after school.
- Use school funds to purchase additional laptops computer for Scantron Performance Series testing.
- Use NYSTEL funding to purchase additional books on mathematic skills.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	15	6	6	10				
<b>10</b>	16	26	10	9				
<b>11</b>	20	25	15	9				
<b>12</b>	16	18	0	14				

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b>Academic support services are provided for students during our 371/2 minute tutorial time Mondays, Wednesdays, and Thursdays from 2:50 pm to 3:30 pm in which they can receive small group or individual tutoring. We also offer English lab classes two times per week to all 9<sup>th</sup> graders in addition to their ELA class. Our school will implement the Achieve 3000 program to support our struggling readers.</b></p>
Mathematics	<p><b>Academic support services are provided for students during our 371/2 minute tutorial time Mondays, Wednesdays, and Thursdays from 2:50 pm to 3:30 pm in which they can receive small group or individual tutoring. We also offer students the opportunity to prep for upcoming Regents exams during after school 2x-3x/wk from 2:50pm to 4:30pm. We also facilitate classes for senior students who have not met their Regents requirements for graduation through programmed preparation classes. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades take online courses to recoup missing credits. All 9<sup>th</sup> grade students will receive 2 additional periods of math skills instruction per week.</b></p>
Science	<p><b>Academic support services are provided for students during our 371/2 minute tutorial time Mondays, Wednesdays, and Thursdays from 2:50 pm to 3:30 pm in which they can receive small group or individual tutoring. Students who are missing science credit can also participate in after school physical science or living environment courses to recovery missing credits.</b></p>
Social Studies	<p><b>Academic support services are provided for students during our 371/2 minute tutorial time Mondays, Wednesdays, and Thursdays from 2:50 pm to 3:30 pm in which they can receive small group or individual tutoring. Senior students who have not met their Regents requirements for graduation are programmed for</b></p>

	preparation classes 2x/3x/wk in regularly scheduled classes.
<b>At-risk Services provided by the Guidance Counselor</b>	<b>The guidance counselor meets periodically with students that are “at risk” behaviorally, socially, and academically that are referred by administration and/or advisors. In conjunction with other advisors, they review students’ transcripts with them and map credit recovery opportunities for students.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>After reviewing student’s profile during our PPT meetings, students are referred to the school psychologist for assessment and evaluations to determine proper services to be rendered. Students are also referred to the Montefiore Clinic for mental health services.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Students are referred to meet with the Social Worker through discussions held during our kid-talk meeting which take place once a week. The Social Worker also conducts in class presentations on life skills awareness i.e. goal setting, decision making etc. to address issues that affect teens.</b>
<b>At-risk Health-related Services</b>	<b>Social Worker, Counselor, and School Dean are our trained, designated health resource coordinators that give health related information to students in regard to HIV &amp; AIDS, STD’s &amp; STI’s, and safe sex through our condom availability program.</b>

**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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**Mott Haven Village Prep HS  
Parent Involvement Plan**

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:

- Mott Haven will provide materials and training to help parents work with their children to improve their achievement level, in particular with improving literacy and numeracy skills.
- Special attention will be made in order to provide parents with the information and training needed to effectively become involved in planning and decision-making in support of the education of their children.
- Our school will foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Our school will provide assistance to parents in understanding City, State and Federal standards and assessments, including the new Common Core Standards.
- Mot Haven Village Prep will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- Our school will 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.

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. The school will maintain this information.

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:

- Mott Haven Village Preparatory High School will involve parents in the development of the District Parental Involvement plan contained in the RDCEP/DCEP under section 1112-Local Educational Agency Plans of ESEA
- Through the Parent Teacher Association (P.T.A) we will work with our parents to become active participants in the allocation of Title I funding in order to implement activities and strategies as described in our Parent Involvement Plan and the School-Parent Compact.
- Proper records will be kept to 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.
- We will provide support to all school level committees that include parents who are active members of the School Leadership Team (SLT), Title I Committee, and the Parent-Teacher Association. This support will be in the form of professional development that will help develop leadership skills in addition to technical support, as needed, to conduct effective meetings and workshops for their respective committees.
- Mott Haven currently maintains a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator 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.
- The parent Coordinator and the Parent-Teacher Association will 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, 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 1118as well as and other applicable sections under the No Child Left Behind Act.
- Mott Haven Village Preparatory High School will work to build capacity among parents to encourage involvement and improve student academic achievement and understanding of the following factors contributing to high school success:
  1. The state's academic content standards
  2. The state's student academic achievement standards
  3. The state and local academic assessments including alternative assessments
  4. The requirements of Title I, Part A
  5. The importance of periodic assessment including Scantron and Acuity
  6. How to monitor their child's progress
  7. How to work with teaches
- Mott Haven will take the following actions to communicate information related to school and parent programs, meetings, and other activities:
  1. Monthly calendar sent home to parents
  2. Letters will be mailed in both Spanish and English
  3. Student office interns will make informational phone calls to parents.
  4. Advisors will contact parents at least once a month to communicate academic and extra-curricular information.

5. Provide translations for all critical documentation and interpretation during meetings and events as needed.
- The school will provide materials and training opportunities, via an Annual Title I Parent Fair, to help parents work with their children to improve their children's academic achievement and college applications
    1. Senior parents will have the opportunity to attend workshops that explain the college application process. In addition, financial aid workshops will be provided.
    2. The SLT and PA will have the opportunity to participate in trainings to help parents work with their children on literacy and numeracy skills.

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;
- Mott Haven will provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress through the use of our online grading and communication system, Jupitergrades (a.k.a- Snapgrades). This system allows for school personnel, students, and parents daily access to the student's academic, behavioral, and social progress and the ability to communicate with one another in an effective manner. Parents will be provided training and continued professional development on how to utilize all of the functions of this system.
- The school will take the following actions to communicate information related to school and parent programs, meetings, and other activities:
  - Monthly calendar sent home to parents
  - Letters will be mailed in both Spanish and English
  - Student office interns will make informational phone calls to parents.
  - Advisors will contact parents at least once a month to communicate academic and extra-curricular information.

- 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 Common Core Standards to enable participating children to meet the Common Standards and Assessments by:*

- Utilizing academic learning time efficiently.
- Respecting cultural, racial and ethnic differences within the school community.
- 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. In addition, home-visits will be made to accommodate those who are not able to attend our meetings.

- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education.
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand.
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact.
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent.
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age.
- Check and assist my child in completing homework tasks, when necessary.
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes).
- Set limits to the amount of time my child watches television or plays video games.
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time.
- Encourage my child to follow school rules and regulations and discuss this Compact with my child.
- Volunteer in my child's school or assist from my home as time permits.
- Participate, as appropriate, in the decisions relating to my child's education
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district.
- Respond to surveys, feedback forms and notices when requested.
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact.
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible.
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams.
- Share responsibility for the improved academic achievement of my child.

## III. Student Responsibilities:

- Attend school regularly and arrive on time.
- Complete my homework and submit all assignments on time.
- Follow the school rules and be responsible for my actions.
- Show respect for people, other property and myself.
- Try to resolve disagreements or conflicts peacefully.
- Always try my best to learn.

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

**School DBN:** 07x473      **School Name:** Mott Haven Village Preparatory

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

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

**Category:**     Basic                     Focused                     Comprehensive

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

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

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

While analyzing our results for the 2010-2011 academic year, we noticed that many of our students that are not meeting the standards in the New York State Regents are students with an IEP and students that transferred into our school. We also noticed that many of our students that were not completing high school were dropping out of school during their 1<sup>st</sup> and 2<sup>nd</sup> year of high school; therefore; these students had a negative impact in our cohort even though they never sat for these exams. We also noticed that in some instances we were really closed to meeting our Safe Harbor targets; for instance, our performance Index for English under the economically disadvantaged category was 149 and our S.H. target was 152. This may indicate that we need to be more detailed and targeted as we monitor our data throughout the year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - Created a department head structure that would allow for more collaboration and alignment in the math and English department.
  - School wide goals focused on the student's performance in the areas of Mathematics and English. This will encourage us to constantly monitor and support performance data for these areas.
  - The school will utilize our 10% Title one funding to hire a mathematics consultant to support the school with curriculum instruction and teacher development.
  - The school use Scantron Performance Series results to create differentiated assignments for students in their ELA classes.
  - Students in 12<sup>th</sup> grade that have not achieved a 65 or higher in the English Language Arts and on Math Regents will be offered the opportunity to attend Regents prep courses in the afternoon and Saturday.
  - Students that have achieved lower than a 75 in the ELA or Math Regents will be encouraged to retake the exam in order to obtain a higher Regents result.

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

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

The 10% percent Title I funding will be used to pay a math consultant who will assist the math department in developing strategies to support the needs of our students with low skills in the area of mathematics. Additionally, we will use these funds to hire experts that can support the school with the development of new curriculum maps aligned with the common core standards and with creating the required performing tasks as per the New York City instructional mandates.

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

Our school has 4 department heads that serve as mentors for less senior staff members and new teachers. Part of the role of the department head is to conduct weekly low inference observations of teachers in their department and provide them with timely feedback. The department heads were encouraged and allowed to attend Professional development training through the department of education. For instance the English as a Second Language teacher attends Professional development through the office of Ells initiative, and our math department head attended the national math conference in October 2011. Additionally, we have a professional development committee composed of a representative from each department and from administration. The PD committee meets weekly to assess and develop professional development offerings that meet the needs of our staff and support the academic achievement of our students. We also received support from our network instructional team. The school plans to invest part of its title I funding to hire a math consultant to come in and develop more targeted professional development for the math team since we have identified this as the area with greatest academic challenges to the school.

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

Corrective letter will be sent out to parents in December 2011.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll</b> <b>Gillian Smith</b>	District <b>7</b>	Borough <b>Bronx</b>	School Number <b>473</b>
School Name <b>Mott Haven Village Preparatory</b>			

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

Principal <b>Flavia Puello</b>	Assistant Principal <b>Tameika Pearl</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nancy Martin</b>	Guidance Counselor <b>Cynthia Leon</b>
Teacher/Subject Area <b>Carmen Cordero/Bilingual Spec</b>	Parent <b>Betty Perez</b>
Teacher/Subject Area <b>Maritza Montila, ELA dept head</b>	Parent Coordinator <b>Anita Burgos</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Gillian Smith</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</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>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>366</b>	Total Number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>9.29%</b>
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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. The steps followed for the initial identification of those students that may be ELLs are the following: 1. A group of teachers led by Nancy Martin, ESL teacher, who are trained in the intake process assist the school in the intake process. A trained bilingual (Spanish and English) pedagogue, Carmen Cordero, (Bilingual Special Education License) meets with the family and administers the Home Language Identification Survey. This includes an informal interview in English, or Spanish if it is determined that the family needs the interview in their native language. 2. If the child is identified as needing the Lab-R, then the exam is administered and hand-scored by the by the ESL teacher, Nancy Martin. The scores are kept on file at the school, as well as being sent in. Spanish-speaking students who are entitled as per the LAB-R, are administered the Spanish LAB by the ESL teacher. Students who are entitled to receive ESL services based on the LAB-R and Spanish LAB results receive a letter home to parents, inviting them to attend the Parent Orientation meeting at the school. ELLs who receive continuing service also receive letters home explaining their continuation in the school's ESL program. Parents are asked to read, sign, and return a copy of all of these letters to the school to be kept in the student's files. The ESL teacher also administers the NYSESLAT annually to students that have been identified as eligible for testing through the Revised LAB/NYSESLAT Eligibility Roster (RLER), the LAB-R, NYSESLAT Exam History Report (RLAT), and exam histories.

2.If new ELLs are identified, the school holds an annual parent orientation meeting within the first ten days of school. The purpose of orientation is to explain to parents of newly identified ELLs the various programs available, including Transitional Bilingual, Dual Language, and Freestanding ESL. The parent coordinator, Anita Burgos, conducts outreach through letters and phone calls to invite parents to the orientation. The Home Language Surveys are reviewed and letters are sent out in English as well as in the child's preferred home language. The principal, Flavia Puello Perdomo, assistant principal, Tameika Pearl, parent coordinator, Anita Burgos, and ESL teacher, Nancy Martin, (ESOL certification) are present at the parent orientation, which includes an agenda, attendance sign-in sheet, and orientation materials in parents' home languages. Parents are shown the orientation video, which describes the ESL program options in both English and the home language. Parents are also able to ask questions in the home language, and are handed an informational packet in both English and in the home language to ensure that parents understand their options. If parents request that their child be transferred to a school with a TBE/DL program, the ESL teacher, the Guidance Counselor, and Bilingual Special Education teacher provide the parent with information regarding the transfer process. The Bilingual Special Educaiton teacher, Carmen Cordero, will accompany such parents to 1 Fordham Plaza if necessary to assist with translation. We currently have 0 students who have requested a program we do not offer. If 20 students were to request a transitional bilingual program, we would list the program informaiton in the High School Directory and make sure that the information was related to parents during student orientation and school open houses when applicable.

3. Entitlement and Parent Survey and Program Selection forms are presented in both English and the home language and signed during the parental orientation by the Parent Coordinator, Anita Burgos, and the Principal and Pupil Accounting Secretary, Cynara Rivera. All forms are collected there. Parents who speak only Spanish are assisted by the Parent Coordinator in completing the forms. If a parent was unable to attend the meeting, the parent coordinator, Anita Burgos, does outreach to get parents to come to the school. Over-the-counter registration students must register at our school in person, with a parent. Upon their arrival, they are given the survey by the

Principal and Pupil Accounting Secretary. She in turn collects all of the surveys and keeps them in her yearly files. All parents receive the information presented at the informational session and parents are asked to complete the forms. If the school does not have the service that the parents requested, parents are given information about other schools where the requested services are offered. This information is in the form of a letter, and includes transportation options for the schools where the requested program is offered. Parents are given the option of having their child remain in our school. If the parents opt for their child to remain in our school, they must sign an agreement letter, of which a copy will be attached to their survey demonstrating that they have accepted a program other than their first choice as per the survey. MHVP keeps a record of the number of parents who requested a bilingual program, which we currently do not offer. Should our school reach the number of 20 ELLS with the same home language in two subsequent grades, a bilingual class would be formed and parents contacted to offer these services.

4. The ESL teacher, principal, and assistant principal meet to analyze current student data in order to identify placement for ELL students. The Mott Haven Village Preparatory High School's (MHVP) ESL program is a freestanding ESL program. All placements are based on available data reports such as the NYSESLAT and LAB-R scores. Most ELL students are registered in classes 9-2, 10-2, 11-2, and 12-2. ELLs who are also full-time Special Education students are registered in classes 9-1, 10-1, 11-1, and 12-1. The ESL teacher provides freestanding ESL services to 9-2, and freestanding pull-out services to ELLs in classes 10-2, 10-1, 11-2, 12-2, and 12-1. Parents are advised of placement through the informational session and outreach from the ESL teacher in both English and Spanish via phone call and personal meeting. In addition, students with special needs that are entitled to bilingual services are assigned a bilingual paraprofessional as needed. Placement letters are mailed home, and a copy is kept at the school in the child's file. If a student is thought to benefit from a bilingual program, the student is discussed at the School's PPT committee meeting. The PPT committee includes a Vice-Principal, James Reynolds, the school Guidance Counselor, Cynthia Leon, the Bilingual Special Education teacher, Carmen Cordero, the Speech Therapist, Camille Rodriguez, the school social worker and the school psychologist.

5. After reviewing the data from the Parent Survey and Program Selection forms, 100% of the parents have chosen a freestanding ESL instructional model. The trend identified is that most parents choose a freestanding ESL program for their child. As cases where a parent chooses a Bilingual Program are rare, they are handled on an individual basis by the ESI teacher, Guidance Counselor and the ESL teacher. 4 students last year were identified as requesting a bilingual program. They were beginner ELLs with less than three years of formal education in the United States. In anticipation of the possibility of this number increasing, the Principal, Guidance Counselor and Bilingual Special Education teacher have maintained contacts at area schools that offer these programs, and in some cases have assisted parents to transition students to International Schools. The ESI teacher will work with content area teachers to work out an appropriate balance of English Language Instruction and content support.

6. The program model offered at MHVP is a Freestanding ESL program. Parents have agreed to this model and are supportive of the instruction provided to their students.

## 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 checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" 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%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	2	1	1	5
<b>Push-In</b>											1	0	0	1
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	3	1	1	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	16
SIFE	7	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	22

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5	3	1	7	2	5	22	1	11	34
<b>Total</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>5</b>	<b>22</b>	<b>1</b>	<b>11</b>	<b>34</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</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>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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										10				10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</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?

## A. Programming and Scheduling Information

1a. The MHVP ESL program services 9 through 12 grade students, in the English language, by utilizing a pull-out model. In addition, the 9-2 class, which includes several ELLs, is taught ELA and Skills class by the ESL teacher. Most ELL students are registered in classes 9-2, 10-2, 11-2, and 12-2. The ESL teacher provides ESL services via a pull-out format to students in 9th, 10th, 11th and 12th grade. In the pull-out format, students meet for one hour sessions several times a week dependent on their ESL mandated minutes of instruction. All efforts are made to ensure that students at the same instructional level are grouped together. As students progress based on their NYSESSLAT scores, scheduling can be rearranged.

1b. The MHVP ESL program model for the 9-2 class meets 7 periods a week for the entire school year. Class 9-2 travels together as a group and receives ESL instruction from the ESL teacher. The purpose of the English Language classes is to provide students with skills which will allow them to be successful in all of their classes. The ESL teacher also sees the students for an additional 2 periods for Skills class, where the focus of instruction in English including written and oral skills. Students in this class are heterogeneously grouped and are given differentiated instruction based on their literacy level. All other ELL students in grades 9, 10, 11, and 12 are serviced using a pull-out model and all efforts are made to pull students out based on their instructional level. Students are never pulled out from their core classes.

2. a. Our ESL teacher, Nancy Martin, provides the mandated number of instructional minutes for all ELLs according to the students' proficiency levels in pull-out ESL classes. Students are grouped together according to grade and proficiency. In some cases, students from more than one class are pulled out at the same time to ensure that they are receiving the mandated hours of ESL instruction. For example, a beginner student from 10-2 will be pulled out at the same time an advanced student from 12-2 is pulled out and be given different activities to ensure the amount of instructional minutes is received by the beginner student. In addition, the beginner receives extra help during extended day twice a week, which is an additional 75 minutes. The other mandated time is scheduled as a pull-out model. Intermediate students are pulled out 6 periods per week, and advanced students are pulled out for 3 periods per week. All pull-out classes consist of 10 or less students and are taught by the ESL teacher. The beginner ELLs, in 10-2, attends classes with 5 or less students. The students in 9-2 are in an ELA class taught by the ESL teacher, Nancy Martin. They are also in her English Skills class and receive 7 periods a week of instruction from the ESL teacher.

3. Pull-out classes are taught by the ESL teacher, who is in constant communication with all content teachers in all grades. The ESL teacher will plan ESL classes to support content as needed. For example, the 11<sup>th</sup> grade advanced ELLs will learn paragraph structure in ESL while they are working on essays in their regular ELA class. The 10<sup>th</sup> grade intermediates will learn about the French Revolution in ESL by watching, discussing, and writing about scenes from *Les Misérables*. The curriculum of the 9-2 ELA class, taught by the ESL teacher, follows QTELL strategies, activities and some units. For example, one unit is on the genre of memoir and incorporates such activities as mind maps and clarifying bookmarks to differentiate for ELLs. All materials are created by the ESL teacher, who at times references the content text books used, and uses her laptop and the internet for visual aides. Videos on a laptop are also used when possible.

4. The testing coordinator ensures that students that are identified as newcomers have an opportunity to take the State Assessment in their primary language by monitoring the RLAT report.

5a. SIFE students are evaluated through formal and informal interviews and available data. These interviews with the student and family are conducted by the assistant principal and/or guidance counselor. If a student is found to need additional support due to interrupted formal instruction they are placed in a 9-2, 10-2, 11-2, or 12-2 class where they can receive additional ESL instruction. The ESL teacher is a Spanish speaker and is able to support ESL instruction with Native Language Instruction. Spanish-speaking SIFE students have the option of completing work in Spanish to support their Native Language Acquisition. They are also given one-on-one instruction during the extended day time.

5b. ELL students in our school are provided with the mandated instructional minutes through the pull-out program. In addition, our newcomer attends extended day with the content teachers and the ESL teacher 3 days a week to receive additional language support in both Spanish and English. The student is also given additional support through our advisory system. This student is taught a combination of English language lessons and lessons to support his content classes. The majority of lessons focus on English acquisition, such as question words.

5c. ELL students in our school are provided with the mandated instructional minutes through the freestanding and pull-out program. The

## A. Programming and Scheduling Information

students are also given additional support through our extended day program and advisory system. The ESL teacher tailors pull-out lessons to enhance the content students learn throughout the year. For example, paragraph structure and specific grammar points such as subject-verb agreement are taught when students are writing DBQ essays in Global History. Vocabulary lessons that incorporate the use of collocations (words that are associated with specific content-related themes, 'such as nationalism') and images are used to support the global curriculum as well.

5d. ELL students in our school are provided with the mandated instructional minutes through the pull-out program. The students are also given additional support through our extended day program and advisory system. The ESL teacher evaluates the students' needs to ensure that they receive additional academic support. For example, many long-term ELLs struggle with the reading comprehension section of the NYSESLAT exam. During pull-out classes, the instruction is mostly focused on reading. The ESL teacher plans lessons that will strengthen and reinforce reading comprehension skills. The ESL teacher also supports LTEs by collaborating with content teachers and providing additional support, particularly writing skills and vocabulary acquisition during pull-out ESI classes. Differentiation is provided by using a variety of ways, including visual aides to teach vocabulary, and focusing on writing strategies, such as how to write a sentence, depending on individual student work.

6. Teachers of ELL-SWD use several differentiation strategies, such as alternate projects using less writing and more images, in content classes. They work closely with the ESL teacher so that lessons that support content can be written for the pull-out ESL classes. For example, 10<sup>th</sup> grade students were rading a novel called The Things They Carried. This novel is a challenge for ELL-SWDs. In order to allow students to keep up with the class, lessons meant to provide background knowledge about the Vietnam War were created by the ESI teacher. Students would, for example, watch a movie about Vietnam and free write about the themes in the movie that coincided with the themes in the text. This way they students wer able to beter understand their grade-level material (the Novel). By free writing about the themes after a visual representation, ELL-SWDs were better able to participate in class discussions in their content ELA class. The also had an opportunity to learn and use vocabulary from the book, to allow them to use these words in their own writing for their ELA classes. ELL-SWD schedules allow for the students to be with their CTT teacher in their core content classes. They are only pulled out for ESL in classes that are not CTT. They are scheduled for other services, such as speech or counseling, during their advisory periods, or other such non-core content perods. One ELL-SWD in need of bilingual instruction has a bilingual paraprofessional working with him at all times.

7. Our school encourages collaboration between the special education teachers and the ESL teacher in order to support our English Language learners with an IEP. The teachers meet to plan lessons and discuss strategies to support students with disabilities in both their content classes and their pull-out ESI classes. In order to ensure that maximum time is spent with non-disabled peers in content classes, ELL-SWDs are mostly pulled out of non-core content classes. This way, they can benefit from collaborative learning in their content classes. If a special event, such as a Socratic Seminar is occuring in a particular class, the ESI teacher will push in to that class for that period and support the LTEs.

### 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%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

8. All ELL students that require additional academic interventions are targeted for extended day services in the content area of need. This includes regent's preparation and credit recovery programs. The academic interventions offered at the school are in English, with native-language support as the ESL teacher, Nancy Martin speaks Spanish and English. She works with small groups of ELLs (1-10 students) from the same grade level to support all of their content classes. She is in constant communication with each content teacher and supports their curriculum in problem areas as identified by said content teacher. For example, if the 10<sup>th</sup> grade ELLs are struggling to grasp cell organelle function in Living Environments, the ELA teacher will meet with the content teacher and develop a lesson plan that reteaches these concepts for her pull-out ESL classes. In the case of some students, native language materials, such as videos in Spanish and Spanish-language textbooks are used. The data used to determine which students need this support is provided by content-area teachers and includes class test and quiz results, and written assignments such as DBQ essays. The same procedure is being used for all content classes. Content teachers, including math teachers, provide the ESI teacher with key vocabulary terms so that she, in turn, can assure the students are learning these words.

9. Students that reach proficiency level on the NYSESLAT continue to receive support through academic intervention services provided at the school, such as extended day tutoring. MHVP administers the Scantron to all students to assess their language skills. Student data is collected and used to guide ELA instruction. If a former ELL continues to struggle with literacy, as determined by Regents scores and the Scantron, they are assigned to the ESI or a Special Education teacher for extended day. During this time these students are given small-group literacy instruction. We have ordered a computer-based reading program, Achieve 3000, that these students will also have access to after school. These students are also given the same testing modifications (extended time on all exams) as the ELL students.

10. The plan for the upcoming school year is for ELL students to be scheduled so that all students will continue to be grouped based on proficiency level to allow for more targeted instruction. In addition, we are currently researching ESL software designed for low-literacy ELLs, such as CORE Reading and Vocabulary Development, that will be used during pull-out instruction. The software will track student progress, which can be shared with content teachers so that they can use the data to guide their instruction.

11. We will not discontinue any programs or services.

12. ELL students participate and are given equal access to all school programs and activities. ELL students are part of all after school activities including clubs and sport's teams. They participate in our college preparation program, funded by East Side House. This program encourages and supports students' plans to attend college. They visit college campuses and attend college fairs to gather information about educational opportunities after high school. They are also part of our internship and community service program, also run by East Side House. In addition, the ESI teacher runs an after school homework support class, funded by Title III funding, in which students are supported in content areas through small group tutoring, and writing support. The rationale for this program is that ELLs require individualized support in addition to the regular school hours. In addition, 3 Saturday NYSESLAT academies, also funded by Title III, are offered to help prepare students for each section of the NYSESLAT exam.

13. ELL students have access to laptop computers and some teachers provide instruction using SMART Boards and overhead projectors. Students use textbooks, word to word translation dictionaries, novels at student's instructional and interest level and teacher-made materials. Pull-out classes will also incorporate the use of technology through literacy building software. ELLs will have the opportunity to

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

	Beginning	Intermediate	Advanced
<b>C. Schools with Dual Language Programs</b>			
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)?			
n/a			

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

<b>D. Professional Development and Support for School Staff</b>			
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.			
<p>1. Our ESI teacher, Nancy Martin, is provided with opportunities to attend professional development given by the Office of English Language Learners within the Department of Education in order to learn new strategies and better ways to help our students become proficient in the English language. For example, she attended a Q-Tel for ELA teachers PD in August and has shared the resources, including a packet of ELA activities meant for any ELA class with the ELA department (Maritza Montilla, Michael Lamb, Matt Blackstone, and Samantha Foti). Teachers also share best practices once a month during the school professional development periods. The teachers also discuss short and long term goals set for students who are ELLs. The ESL teacher, Nancy Martin, shares strategies for the ELLs in each grade with each grade-level team. These strategies include suggested activities, such as the Q-Tel ELA collaborative activities that can be adapted for any classroom. The entire staff meets bimonthly for PD. Our school-wide goal this year is to offer workshops run by our PD committee on how to differentiate in every classroom to reach all learners, including ELLs. These meetings are attended by all teachers, as well as the Guidance Counselor, Speech Therapist, Principal, and Vice-Principal.</p> <p>2. The 9th grade advisory curriculum focuses on the transition from middle school to high school. 9th grade advisors are given the opportunity to plan the advisory curriculum during professional development sessions as well as during summer planning. 9th grade advisors receive guidance from administration, the guidance counselor, and the social worker in order to make these activities and workshops meaningful for the students. Lessons are on topics such as time management and peer pressure. The Vice Principal and Guidance Counselor support students by informing them of available after school programs for ELLs.</p> <p>3. All teachers participate in bimonthly professional development sessions that focus on literacy development and differentiation for the general population and ELL students. In addition they are offered the opportunity to participate in external professional development workshops and trainings. All department heads will be sent to an ESL PD workshop in their content area. Then they will be responsible for teaching their department the ELL strategies that they learned.</p>			

**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)
1. How do you evaluate the needs of the parents?	100%
3. How do you evaluate the needs of the parents?	75%
4. How do your parental involvement activities?	50%
1. The school provides opportunities for parents to...	25%
Dual Language	
Guidance Counselor, Cynthia Leon, also host several Open House events for parents. These are held in the evenings, from 6-8pm. Various teachers attend. Parents are updated on school activities, including High School fairs, transfer options, and college fairs. Communication goes out in both Spanish and English. Our advisor...	100%
	75%
	50%
	25%
Freestanding ESL	
2. Our school partner, Eastside House Settlement, provides families with services including counseling services, technology workshops, parenting classes, adult ESL classes, and occasionally financial support to families.	100%
	75%
	50%
	25%
3. We gather information about the needs of parents...	100%

## E. Parental Involvement

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

1. The school provides opportunities for parents to be involved in the school community by offering special programs and activities, such as our annual Cultural Feast, that focus on student success and community building. The Parent Coordinator, Anita Burgos, and the Guidance Counselor, Cynthia Leon, also host several Open House events for parents. These are held in the evenings, from 6-8pm. Various teachers attend. Parents are updated on school activities, including High School fairs, transfer options, and college fairs. Communication goes out in both Spanish and English. Our advisory program also emphasizes communication with parents. All advisors call home at least once a month to discuss the student's progress. The bilingual school staff assists teachers by translating for the parents of ELLs.

2. Our school partner, Eastside House Settlement, provides families with services including counseling services, technology workshops, parenting classes, adult ESL classes, and occasionally financial support to families.

3. We gather information about the needs of parents in several ways throughout the year. The needs of parents are evaluated by the Parents Survey distributed yearly. Also, parent needs are assessed informally and formally during Parent Association meetings, which are run by the Parent Coordinator, Anita Burgos. The school's advisory program allows for teachers to form relationships with the parents of their advisees via monthly phone calls home, and meetings at the school when necessary. Parent needs are also evaluated by the advisors, who meet for weekly grade team meetings and discuss both child and parent needs. If a parent requires assistance with a transfer request, for example, a bilingual staff member, such as the bilingual Special Education teacher, Carmen Cordero, will accompany the parent to 1 Fordham Plaza. The Parent Coordinator, Anita Burgos, is also bilingual. She is in contact with parents throughout the year, and often forms relationships with those parents who speak only Spanish.

4. The school hosts various Parent Association meetings throughout the year. These meetings are hosted by the Parent Coordinator, Anita Burgos. Parents are invited to the meetings so that they can ask questions of the school staff and various teachers who volunteer their time and attend these meetings throughout the year. Parents are informed of such opportunities as our after school program, which includes a homework help class taught by the ESL teacher, Nancy Martin. The ESL teacher also sends information, in both Spanish and English, home to parents of all ELLs regarding the opportunity for ELL students to attend homework help sessions after school.

The school will also provide opportunities for parents with limited English proficiency to receive all information and reports in consistent and understandable formats including in their native language available upon request.

## B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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17. What language electives are offered to ELLs?

8. All ELL students that require additional academic interventions are targeted for extended day services in the content area of need. This includes regent's preparation and credit recovery programs. The academic interventions offered at the school are in English, with native-language support as the ESL teacher, Nancy Martin speaks Spanish and English. She works with small groups of ELLs (1-10 students) from the same grade level to support all of their content classes. She is in constant communication with each content teacher and supports their curriculum in problem areas as identified by said content teacher. For example, if the 10<sup>th</sup> grade ELLs are struggling to grasp cell organelle function in Living Environments, the ELA teacher will meet with the content teacher and develop a lesson plan that reteaches these concepts for her pull-out ESL classes. In the case of some students, native language materials, such as videos in Spanish and Spanish-language textbooks are used. The data used to determine which students need this support is provided by content-area teachers and includes class test and quiz results, and written assignments such as DBQ essays. The same procedure is being used for all content classes. Content teachers, including math teachers, provide the ESI teacher with key vocabulary terms so that she, in turn, can assure the students are learning these words.

9. Students that reach proficiency level on the NYSESSLAT continue to receive support through academic intervention services provided at the school, such as extended day tutoring. MHVP administers the Scantron to all students to assess their language skills. Student data is collected and used to guide ELA instruction. If a former ELL continues to struggle with literacy, as determined by Regents scores and the Scantron, they are assigned to the ESI or a Special Education teacher for extended day. During this time these students are given small-group literacy instruction. We have ordered a computer-based reading program, Achieve 3000, that these students will also have access to after school. These students are also given the same testing modifications (extended time on all exams) as the ELL students.

10. The plan for the upcoming school year is for ELL students to be scheduled so that all students will continue to be grouped based on proficiency level to allow for more targeted instruction. In addition, we are currently researching ESL software designed for low-literacy ELLs, such as CORE Reading and Vocabulary Development, that will be used during pull-out instruction. The software will track student progress, which can be shared with content teachers so that they can use the data to guide their instruction.

11. We will not discontinue any programs or services.

12. ELL students participate and are given equal access to all school programs and activities. ELL students are part of all after school activities including clubs and sport's teams. They participate in our college preparation program, funded by East Side House. This program encourages and supports students' plans to attend college. They visit college campuses and attend college fairs to gather information about educational opportunities after high school. They are also part of our internship and community service program, also run by East Side House. In addition, the ESI teacher runs an after school homework support class, funded by Title III funding, in which students are supported in content areas through small group tutoring, and writing support. The rationale for this program is that ELLs require individualized support in addition to the regular school hours. In addition, 3 Saturday NYSESLAT academies, also funded by Title III, are offered to help prepare students for each section of the NYSESLAT exam.

13. ELL students have access to laptop computers and some teachers provide instruction using SMART Boards and overhead projectors. Students use textbooks, word to word translation dictionaries, novels at student's instructional and interest level and teacher-made materials. Pull-out classes will also incorporate the use of technology through literacy building software. ELLs will have the opportunity to improve their literacy and targeted language skills through the use of this software on school computers. Content classes, such as Living Environment, have copies of text books in Spanish for native language support. The ESL teacher speaks Spanish and supports students by reteaching some content material, such as Global History, in Spanish during pull-out ESL classes. Collaborative learning is encouraged in

## 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.

We found the push-in model to be ineffective for several reasons last year, and decided that the students would benefit more from a pull-out model. Unlike the push-in model, ELLs can now be grouped according to proficiency level, which allows the ESL teacher to target instruction in specific skills such as reading comprehension. ELLs also have increased focus and motivation in the small group setting, which is highly beneficial, as they are more apt to participate verbally by asking questions and sharing their thoughts. Pull-out classes also ensure that ELLs with IEPs, who show the least progress according to test results, are receiving ESL services.

## 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)?

n/a

## 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. Our ESL teacher, Nancy Martin, is provided with opportunities to attend professional development given by the Office of English Language Learners within the Department of Education in order to learn new strategies and better ways to help our students become proficient in the English language. For example, she attended a Q-Tel for ELA teachers PD in August and has shared the resources, including a packet of ELA activities meant for any ELA class with the ELA department (Maritza Montilla, Michael Lamb, Matt Blackstone, and Samantha Foti). Teachers also share best practices once a month during the school professional development periods. The teachers also discuss short and long term goals set for students who are ELLs. The ESL teacher, Nancy Martin, shares strategies for the ELLs in each grade with each grade-level team. These strategies include suggested activities, such as the Q-Tel ELA collaborative activities that can be adapted for any classroom. The entire staff meets bimonthly for PD. Our school-wide goal this year is to offer workshops run by our PD committee on how to differentiate in every classroom to reach all learners, including ELLs. These meetings are attended by all teachers, as well as the Guidance Counselor, Speech Therapist, Principal, and Vice-Principal.

2. The 9th grade advisory curriculum focuses on the transition from middle school to high school. 9th grade advisors are given the opportunity to plan the advisory curriculum during professional development sessions as well as during summer planning. 9th grade advisors receive guidance from administration, the guidance counselor, and the social worker in order to make these activities and workshops meaningful for the students. Lessons are on topics such as time management and peer pressure. The Vice Principal and Guidance Counselor support students by informing them of available after school programs for ELLs.

3. All teachers participate in bimonthly professional development sessions that focus on literacy development and differentiation for the general population and ELL students. In addition they are offered the opportunity to participate in external professional development workshops and trainings. All department heads will be sent to an ESL PD workshop in their content area. Then they will be responsible for teaching their department the ELL strategies that they learned.

## E. Parental Involvement

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

1. The school provides opportunities for parents to be involved in the school community by offering special programs and activities, such

## E. Parental Involvement

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

1. The school provides opportunities for parents to be involved in the school community by offering special programs and activities, such as our annual Cultural Feast, that focus on student success and community building. The Parent Coordinator, Anita Burgos, and the Guidance Counselor, Cynthia Leon, also host several Open House events for parents. These are held in the evenings, from 6-8pm. Various teachers attend. Parents are updated on school activities, including High School fairs, transfer options, and college fairs. Communication goes out in both Spanish and English. Our advisory program also emphasizes communication with parents. All advisors call home at least once a month to discuss the student's progress. The bilingual school staff assists teachers by translating for the parents of ELLs.

2. Our school partner, Eastside House Settlement, provides families with services including counseling services, technology workshops, parenting classes, adult ESL classes, and occasionally financial support to families.

3. We gather information about the needs of parents in several ways throughout the year. The needs of parents are evaluated by the Parents Survey distributed yearly. Also, parent needs are assessed informally and formally during Parent Association meetings, which are run by the Parent Coordinator, Anita Burgos. The school's advisory program allows for teachers to form relationships with the parents of their advisees via monthly phone calls home, and meetings at the school when necessary. Parent needs are also evaluated by the advisors, who meet for weekly grade team meetings and discuss both child and parent needs. If a parent requires assistance with a transfer request, for example, a bilingual staff member, such as the bilingual Special Education teacher, Carmen Cordero, will accompany the parent to 1 Fordham Plaza. The Parent Coordinator, Anita Burgos, is also bilingual. She is in contact with parents throughout the year, and often forms relationships with those parents who speak only Spanish.

4. The school hosts various Parent Association meetings throughout the year. These meetings are hosted by the Parent Coordinator, Anita Burgos. Parents are invited to the meetings so that they can ask questions of the school staff and various teachers who volunteer their time and attend these meetings throughout the year. Parents are informed of such opportunities as our after school program, which includes a homework help class taught by the ESL teacher, Nancy Martin. The ESL teacher also sends information, in both Spanish and English, home to parents of all ELLs regarding the opportunity for ELL students to attend homework help sessions after school.

The school will also provide opportunities for parents with limited English proficiency to receive all information and reports in consistent and understandable formats including in their native language available upon request.

## 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	3	0	1	4
Intermediate(I)										7	5	3	1	16
Advanced (A)										3	1	5	5	14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	10	9	8	7	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4	0	2	0
Integrated Algebra	23	1	12	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	8	0	3	0
Physics	0	0	0	0
Global History and Geography	16	0	5	0
US History and Government	4	0	3	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

## 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.

We found the push-in model to be ineffective for several reasons last year, and decided that the students would benefit more from a pull-out model. Unlike the push-in model, ELLs can now be grouped according to proficiency level, which allows the ESL teacher to target instruction in specific skills such as reading comprehension. ELLs also have increased focus and motivation in the small group setting, which is highly beneficial, as they are more apt to participate verbally by asking questions and sharing their thoughts. Pull-out classes also ensure that ELLs with IEPs, who show the least progress according to test results, are receiving ESL services.

## Part VI: LAP Assurances

School Name: <b>Mott Haven Village Preparatory</b>		School DBN: <b>07X473</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Flavia Puello-Perdomo	Principal		1/1/01
Tameika Pearl	Assistant Principal		1/1/01
Anita Burgos	Parent Coordinator		1/1/01
Nancy Martin	ESL Teacher		1/1/01
Betty Perez	Parent		1/1/01
Carmen Cordero	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Gillian Smith	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 07x473      **School Name:** Mott Haven Village Preparatory H.S.

**Cluster:** Chris Groll      **Network:** CFN 403

**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.

The student population at Mott Haven Village Prep High School is comprised of 72.4% of Hispanic students. School data from the ATS system as transferred from the system and surveyed by the school shows that we have 155 homes out of 359 or 43.2% who speak spanish as the first language while another 6 homes which speaks other languages other than english and spanish. Other languages other than spanish and english have parents who can speak and deal with the school in english, thus the need for spanish oral and written translation has been identified as the language service of greatest need. The school gathers information about how to communicate with parents in several ways. Parents are given the Home Language Identification Survey and this information is recorded and maintained on ATS. Emergency Blue cards are distributed in Spanish according to family preference. Due to the high number of Spanish speaking families at our school we have set up several services to ensure appropriate communication. Our bilingual parent coordinator is available to work with Spanish speaking parents and she is also present at meetings with teachers and parents that require translation services. We have a designated bilingual school aide that translates letters and other parent information so that parents are kept informed of events at the school. The school community is kept informed of the services provided and the staff available for translation services through staff meetings.

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

The school found that due to the high number of Spanish speaking parents at our school, we need to have bilingual staff available to translate for teachers and advisors. The school community were made aware of which designated staff would be available for translation during parent conferences, as well as phone conferences thru a memorandum circular, online announcement and during the staff orientation meeting. Staff translators include our principal, parent coordinator, assistant principal, and school aides. The school community is also made aware in the same manner aforementioned as to which staff member is available to translate letters for parents so that information is disseminated in a timely fashion.

## 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 services is provided inhouse mainly by an assigned bilingual school aide that translates letters and other parent information so that parents are kept informed of events at the school. All information is given to the principal for proof reading and approval before and after it is translated. Translated communications are scheduled and planned ahead of time to ensure enough time for processing and ensure a timely dissemination to its recipients. Letters and parent information that comes directly from the Department of Education, including the Parent Bill of Rights is provided in the language identified during the needs assessment.

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

Oral interpretation services of the school is provided inhouse. Our office has several staff members that are bilingual and can assist parents and teachers with translators upon request. We also have the parent coordinator in the Main Office that can address any other major concerns coming from spanish speaking parents. She is also available to sit in conferences with teachers and parents. Both the principal and assistant principal are bilingual and meet with parents that are Spanish speaking. The school also uses a phone master system that sends messages to parents in English and Spanish. Also members of our Parent Association volunteer during Parent Teacher Conferences and are able to support Spanish speaking parents.

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>.

Signs are posted by the main office, guidance office, and dean's office indicating that translation and interpretation services are available in the school for parents whose primary language is not English, especially for Spanish speaking parents which tend to be our second dominant language other than English.

Documents regarding parent rights in relationship to translation and interpretation services will be available and distributed during incoming student orientation and parent teacher conferences.

The school has prioritized placing a bilingual safety agent in the school entrance so that parents with limited language proficient do not encounter any barriers when trying to reach school personnel. Additionally, parents are provided with both Spanish and English versions of any required documents by the Department of Education.

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

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

Part A: School Information	
Name of School: <a href="#">Mott Haven Village Preparatory</a>	DBN: <a href="#">X 473</a>
Cluster Leader: <a href="#">Chris Groll</a>	Network Leader: <a href="#">Gillian Smith</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: <a href="#">33</a>
Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: <a href="#">1</a>
# of certified ESL/Bilingual teachers: <a href="#">1</a>
# of content area teachers: <a href="#">0</a>

## 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: ESL After School Homework Support Group.

rationale: The objective of this biweekly after school program is to support ELLs all of their content classes through small group instruction that will focus on vocabulary, visual support (film, video), and writing and reading strategies and support.

Subgroups to be serviced:

9<sup>th</sup> grade: 10 students

10<sup>th</sup> grade: 8 students

11<sup>th</sup> grade: 11 students

12<sup>th</sup> grade: 4 students

Schedule: December through June

Mondays and Wednesdays from 3:00 pm until 4:30 pm

Language of instruction will be mainly English, with Spanish support as needed

1 teacher, certified in ESOL, Spanish-speaking.

Materials:

Marble Composition Book for Vocabulary

Folders for Worksheets

Markers/Chart Paper for collaborative projects

Brain Pop subscription for ESL teacher

ESL TRIPS:

Rationale: Our objective is to build background knowledge for our ESI students in difficult content areas such as Global History, U.S. History and Living Environments. All of the ELLs in the school (33 ELLs in grades 9-12) will be invited to attend each trip.

1. Old Sturbridge Village: Day Trip. Students will participate in the Anti-Slavery Petition Campaign. This trip will provide students with valuable, hands-on activities that will build their knowledge of U.S. History. Slavery is an issue that is prevalent on the U.S. History Regents exam, which many of our ELLs must take this June. This workshop will also provide students with the foundation knowledge they need in order to understand and appreciate the Civil Rights Movement. (Thursday, April 19, 2012)

2. The City of the Museum of New York: \$125.00 for 35 students

Exhibits/Tour: Timescapes, a Multimedia Portrait of New York, On The Move: Transportation Toys

## Part B: Direct Instruction Supplemental Program Information

Rationale: Support students' understanding of Urbanization and the economical, social, and communicative impacts of developing transportation. These exhibits will provide students with valuable background knowledge for U.S. History, Global 1 and Global 2, and English courses, as well the U.S. History, Global, and English Regents exams.

### 3.The New York Historical Society \$10 per student

Exhibits/Tour:

Nueva York: 1613–1945

Through investigation of artifacts and artwork from the exhibition Nueva York, students will discover the vital role that the Spanish-speaking world and its people have played across four centuries of the City's history, contributing to the City's prosperity and making New York the most culturally vibrant city in the world. The program will focus on three themes: Trade Ties, Cultural Interactions and War, Revolution and New York. Each teacher will receive a curriculum CD to accompany the program.

The American Revolution in New York

Using touch objects and images, students will explore and understand the causes, effects and significance of the American Revolution. They will learn what daily life was like then, and how the new nation began and flourished in New York City.

The Underground Railroad

Students will understand the history of the Underground Railroad and how it affected people's lives in New York State. They will also learn the importance of New York in the development and progression of the Underground Railroad and its role in the abolition movement by analyzing

Industrialization

Rationale:

Build background knowledge for U.S. History, Global and English curses and respective Regents Exams. Empower students culturally.

### 4.Lower East Side Tenement Museum \$7.00 per student, \$11 per chaperone

Exhibits: Various exhibits that explore immigrant life, tenement living, The Great Depression, and work conditions during the late 1800s. These tours will provide background knowledge for the U.S. History curriculum and U.S. History Regents exams.

### 5. DNA Learning Center \$22.00 per student x 33 students + 3 adults = \$792.00

Lab: Forensic DNA Profiling\*

Lab time: three and 3/4 hours

This lab examines a highly variable tandem repeat polymorphism, like the ones used by the FBI for DNA fingerprinting. The improved size resolution of the DNA chip allows students to identify their genotype, something impossible with agarose gel electrophoresis. Students prepare a sample of their own DNA from cells obtained by saline mouthwash. The automated technique of polymerase chain reaction (PCR) is used to amplify polymorphic DNA fragments then samples are loaded into DNA chip analyzers.

## Part B: Direct Instruction Supplemental Program Information

### NYSESLAT Saturday Academy

Rationale: To strengthen students reading and writing skills in preparation for the NYSESLET Exam based on the NYSESLAT data from previous years.

Description: Activities will be focusing on Test prep, listening passage practice, reading & writing passage practice, writing modeling, forming an argument in writing, rproving argument in writing, reading strategies, vocab work. Each Saturday will be a review and focus on a specific strategy.

Language of Instruction: English

Service Provider: ELL Teacher, Supervisor

Frequency of Program: 2 hours per day

Materials: NYSESLAT preparation books (Achieving on the NYSESLAT,

Duration of Program: April 21 , April 28, May 5

ELL teacher: 2 hrs x 3 days x 41.98 = \$251.88

Supervisor: 2 hrs x 3 days x 43.94 = \$263.64

Number of Students: 33

Grade levels: 9, 10, 11, 12

## Part C: Professional Development

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

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

Begin description here:

Rationale: Various Professional Development Workshops for ESL teacher and content staff.

1. QTELL for ELA- ESL teacher attended the qtell for ELA in order to support the ells in ELA classes.

Materials were shared with the English Department at the school. Activities and graphic organizers are used to differentiate for ells in all ELA classes.

Teachers receiving Training: ESL teacher, Nancy Martin

Schedule: August 8, 2011- August 11, 2011, 8:30am to 3:30 pm.

Differentiation and activities for teaching ELA through genres to ELLs (genres of poetry, memoir, non-fiction.)

per session: 1 teacher at 6 hours a day x 4 days = 24 x 41.98 = \$1,007.52

Provider: NYCDOE/OELL

2. Revolution! The Atlantic World Reborn at The New York Historical Society- Background Information

Provided to enhance the teaching of both U.S. History and Global History. Detailed tour of museum exhibit included as well as book including primary source materials to be used in the classroom.

Teachers Receiving Training: ESL teacher, nancy Martin. History Teacher, Melissa Cohen.

Date: November 8, 2011 8:30am to 3:30pm

Activities included a lecture connecting revolutions in the new world, as well as a guided tour of museum exhibit, teaching points and a color-text including primary source materials to be used in the

**Part C: Professional Development**

classroom for both U.S. History and Global.

**Part D: Parental Engagement Activities**

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

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

Begin description here: ESL After School outreach- ESL teacher and school support staff will send out detailed information regarding the ESL after School Program and Saturday academy in both English and Spanish. Follow up calls will be made by a bilingual staff member.

ESL After School Program Parent Orientation- Parents will be invited to the after school academy in December to ask questions and receive information about the benefits of their child attending the program. Supplies and supplemental materials will be described and displayed. A seminar in independent reading and other ways parents can support their students will also be conducted.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>ESL teacher, per session</u> <u>After School ESL Support:</u> <u>2 days per week x 22 weeks</u> <u>@ 41.98 per hour = \$1,847.12</u>  <u>ESL teacher, per session</u> <u>Saturday NYSESLAT Academy</u> <u>2 hours x 3 days</u> <u>@ 41.98 per hour = \$251.98</u> <u>supervisor = \$261.34</u>  <u>Qtel PD for ESL teacher</u> <u>6 hours x 4 days = \$1007.52</u>	<u>Salary for ESL teacher and necessary supervisors for Saturday Academy, ESL After School and Qtel ESL for ELA workshop</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	????	

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<p><u>From Films for Humanities and Sciences:</u></p> <p><u>Item # 644231386 Persepolis, The Story of a Childhood Student Pack \$ 8.05</u></p> <p><u>Item #: 312195516 Chart Paper \$16.78 x 10 = \$167.80</u></p> <p><u>Item #: 312227450 Notebooks \$1.03 x 40 = \$41.20</u></p> <p><u>Item #: 312227361 Folders \$6.87 x 4 = \$27.48</u></p> <p><u>Item #: 312512015 Markers \$68.34</u></p> <p><u>Item #: 901829145 Achieving on the NYSESLAT 1 x \$25.00</u></p> <p><u>Surviving Abuse: Four True Stories</u>  <u>Item #: 591940574</u>  <u>Price: \$1.15</u>  <u>x 10 = 11.15</u></p> <p><u>A Matter of Trust</u>  <u>Item #: 944210031</u>  <u>Price: \$1.15</u>  <u>x 10 = 11.15</u></p> <p><u>Facing Addiction: Three True Stories</u>  <u>Item #: 591940582</u>  <u>Price: \$1.15</u></p>	<p><u>Supplemental novels, supplies and videos to support ELA and History Content Areas in After School ESL Program.</u></p> <p><u>NYSESLAT Preparatory book for Saturday Academy</u></p>

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p><u>x 10 = 11.15</u></p> <p><u>La Vida Real: True Stories of Latino Students Today</u> <u>Item #: 901821136</u> <u>Price: \$1.15</u> <u>x 10 = 11.15</u></p> <p><u>Bluford High III (Books #16-18) - Set - Series - Collection</u> <u>Item #: 28313108X</u> <u>Price: \$11.13</u> <u>x 3 = \$ 33.69</u></p> <p><u>BLUFORD HIGH SERIES II - SET</u> <u>Item #: 282299653</u> <u>Price: \$18.55</u> <u>x 2 = \$37.10</u></p> <p><u>Judy Moody - Set - Series Collection</u> <u>Item #: 283473525</u> <u>Price: \$35.92</u> <u>x 2 = \$71.84</u></p> <p><u>Judy Moody Spanish Collection: Variety Pack (4 Titles, 1 Each)</u> <u>Item #: 282667296</u> <u>Price: \$25.44</u> <u>x 2 = \$50.88</u></p> <p><u>Sideways Stories From Wayside School Group Set</u> <u>Item #: 282194606</u> <u>Price: \$45.97</u> <u>x 2 = \$91.94</u></p>	

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Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p><u>Leonardo Da Vinci,Artist and Scientist</u> <u>Item #: 643672613</u> <u>Price: \$4.28</u> <u>x 30 = \$ 128.40</u></p> <p><u>Leonardo Da Vinci,The Genius Who Defined the Renaissance</u> <u>Item #: 641848374</u> <u>Price: \$4.28</u> <u>x 30 = \$128.40</u></p> <p><u>Democracy</u> <u>Item # 642286728</u> <u>Price: \$4.90</u> <u>x 6 = 29.40</u></p> <p><u>GOVERNMENT ALIVE! POWER, POLITICS AND YOU DOING DEMOCRACY TOOLKIT</u> <u>Item # : 901371556</u> <u>Price: \$20.52</u> <u>x 2= \$41.04</u></p> <p><u>Rigby Focus Fluency 1 6-Pack What Is Democracy?</u> <u>Item:75788105X</u> <u>Price: \$44.67</u></p> <p><u>Focus Forward: Group 2 Level B, Book 36: Beginnings of Democracy, The 10-Pack (Nonfiction)"</u> <u>Item#: 901507733</u> <u>Price: \$78.72</u></p> <p><u>DEMOCRACY - PAPERBACK SIX</u></p>	

**Part E: Budget**

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p><u>PACK - POLITICAL AND ECONOMIC SYSTEMS - 2ND EDITION</u> <u>Item #: 901022713</u> <u>Price: \$58.27</u></p> <p><u>Julius Caesar, Modern English Version Side-by-Side with Full Original Text</u> <u>Item #: 16145562X</u> <u>Price: \$4.31</u> <u>x 80 = \$ 344.80</u></p> <p><u>Julius Caesar Teacher's Resource Book</u> <u>Item #: 643201718</u> <u>Price: \$6.15</u> <u>x 2 = \$12.30</u></p> <p><u>English-Fula Dictionary Hardcover, ISBN 3496025492</u> <u>Publisher: Reimer, B., 1994</u> <u>New, Versandfertig in 1 - 2 Werktagen</u> <u>(Amazon.com)</u> <u>\$248.53</u></p> <p><u>VIDEOS: (all from Films for the Humanities and Sciences Catalog)</u></p> <p><u>Ancient Rome \$ 149.95</u> <u>Julius Caesar \$149.95</u> <u>Flowers of Rwanda: Making Peace with Genocide \$129.95</u> <u>Japan's Atomic Bomb \$129.95</u> <u>The People's Revolution \$169.95</u> <u>Leonardo da Vinci: The Mind of the Renaissance \$169.95</u> <u>Peasants, Serfs and Servitude \$ 169.95</u> <u>The French Revolution \$129.95</u></p>	

**Part E: Budget**

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Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p><u>The Beginnings: The Greeks and Romans \$99.95</u>  <u>The Renaissance, Reformation, and Beyond: Toward a Modern Europe \$ 99.95</u>  <u>An Age of Revolutions \$99.95</u>  <u>Everything under the Sun: Astronomy, Mathematics and Islam \$149.95</u>  <u>Empire of Evil? An Inside Look at Iranian Society \$ 179.95</u>  <u>Unfinished Country: Haiti's Struggle for Democracy \$149.95</u>  <u>Democracy Isn't for Everyone: A Debate \$129.95</u>  <u>What is the Secret of Life? A History of Biology and Genetics \$ 169.95</u>            :</p>	
Educational Software (Object Code 199)	<p><u>BrainPop, Brain Pop en Espanol, Brain Pop ESL for ESL teacher \$245.00</u></p>	<p><u>For content support during after school ESL program</u></p>
Travel	<p><u>Coach Bus for Sturbridge Village Trip \$1,720</u></p>	
Other	<p><u>PD: NY Historical Society. \$35.00 per teacher x 2 teachers = \$70.00</u></p> <p><u>Anti-Slavery Petition Campaign at Sturbridge Village</u>  <u>33 students x \$7 = \$231.00</u>  <u>3 teachers x \$20.00 = \$60.00</u>  <u>\$100 program fee</u>  <u>TOTAL = \$391.00</u></p> <p><u>DNA Learning Center Trip = \$792.00</u></p> <p><u>Lower East Side Tenement Museum Trip = \$264</u></p> <p><u>The New York Historical Society Trip = \$330.00</u></p>	<p><u>Trips to build background knowledge and support content areas for ESL students.</u></p>

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Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<u>The Museum of the city of New York= \$125.00</u>	
<b>TOTAL</b>	<b><u>\$ 11, 185.51</u></b>	