



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HOSTOS-LINCOLN ACADEMY OF SCIENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X500

PRINCIPAL: NICHOLAS PAARLBERG EMAIL: NPAARLBERG@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. 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
Nicholas Paarlberg	*Principal or Designee	
Edmundo Vazquez	*UFT Chapter Leader or Designee	
Raymond Warlick	*PA/PTA President or Designated Co-President	
Mary Willams	DC 37 Representative, if applicable	
Bobby Glover	Student Representative	
Gabriel Dalmasi	Student Representative	
Hermes Contero	UFT	
Annette Quinones	UFT	
Elidia Ramirez	Parent	
Efigenia Cedeno	Parent	
Jose Marino	Parent	
Marsha Jarrell	Parent	

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 <ul style="list-style-type: none">• Increase Global History Regents passing rate by 15%.
Comprehensive needs assessment <ul style="list-style-type: none">• We have a unique one year program that has been successful with general education students, but problematic for special education students, ELL, and former ELL students. Though we have found success for the latter students by using August as a benchmark, we feel the need to solidify the performance on the June exam. Item analysis for this group shows test taking strategies are limited as are time-constrained essay performance.
Instructional strategies/activities <ul style="list-style-type: none">• August professional development with Global Studies and Special Education teachers with monthly follow up throughout the year focused on pedagogical approaches.• Bi-weekly Global Studies meeting: item analysis, curriculum mapping, analysis of student work• Support period inserted into the daily schedule to provide front-loading and project-based learning activities• Online support system for independent study and tutoring
Strategies to increase parental involvement <ul style="list-style-type: none">• Parents will be invited to student presentations of mastery activities.
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• Professional development focused on curriculum mapping and literacy strategies – beginning in September and meeting monthly
Service and program coordination NA
Budget and resources alignment <ul style="list-style-type: none">• Tax levy and NYSTL software allocation

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 <ul style="list-style-type: none">• Middle school exit projects for English, Social Studies, and Math.
Comprehensive needs assessment <ul style="list-style-type: none">• Create an academic end point that demonstrates for the student, teacher, and parent mastery of standards as it relates to the common core for 8th grade. The elimination of 8th grade state U.S. History exam, analysis of summer school project learning activities, and review of common core standards made it imperative to develop a unique curricular framework to create a universal benchmark for students entering our early college program.
Instructional strategies/activities <ul style="list-style-type: none">• Grade level team meets in August and tri-weekly throughout the year to assemble essential questions and materials for exit projects.• Teachers instruct students on understanding the framework behind exit projects: rubric, planning, oral presentations, note-taking, essay writing, and support materials.• Teachers receive professional development from Facing History and Ourselves organization to focus content and provide curriculum map for projects.
Strategies to increase parental involvement <ul style="list-style-type: none">• Six lead parents volunteer in October to be involved in the implementation of the project.• Teachers and parents meet in December, January, and February to decide upon the timeline, length of presentation, and rubric parameters.
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• September – professional development from Facing History and Ourselves, follow-up in monthly meetings throughout the year and with synthesis of online resources.
Service and program coordination NA
Budget and resources alignment <ul style="list-style-type: none">• Tax levy

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 <ul style="list-style-type: none">• Increase ELA performance on state exam by 15% for lowest third and special education student cohort
Comprehensive needs assessment <ul style="list-style-type: none">• As an early college program our seven year longitudinal study demonstrates a direct correlation between ELA performance and success rates in college classes• Item analysis suggests that lowest third and special education students struggle with test taking strategies, reading and writing stamina, and coherence related to writing skills.
Instructional strategies/activities <ul style="list-style-type: none">• Bi-weekly grade level and content area meetings analyze student work and decide upon instructional strategies that address areas of need: Dear Confused letters, graphic organizers, and conferring – subsequently reflect upon implementation and effect on sub-group.• After-school intensives (six week-eighteen day tutoring sessions) focused on identified areas of need: reading and writing stamina, grammar, spelling, drawing inferences, synthesis of text.• At-level reading books – fiction and non-fiction text – moving from text to writing with multiple sources with final written and oral presentation.• Reading period – daily period focused on reading at level books and conferring with teacher
Strategies to increase parental involvement <ul style="list-style-type: none">• Student presentations – parents are invited to two “reading exit projects” (students are required to complete a written component, give a brief presentation, and answer questions from the teacher)
Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">• Teachers College Reading & Writing Project – professional development focused on picking “just right” books, conferring, and assessment incorporated into grade level and content area meetings.
Service and program coordination NA
Budget and resources alignment <ul style="list-style-type: none">• Tax levy

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	28	16	8	11	16		8	
7	16	16	6	14	18		14	
8	38	38	9	9	14		12	
9	9	14	14	13	31		19	
10	10	18	8	14	41		26	
11	17	22	17	35	40		24	
12	20	17	12	14	12		11	

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	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; (6) daily corrective reading program during school, (7) after school corrective reading program, (6-12) ESL after school program, (6-8) on-level classroom reading libraries, supplemental classroom instruction
Mathematics	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; focus is on problem solving, SAT prep, and project-based learning initiatives, (6-11) content enhancement through literacy strategies (Dear Confused letters, read a-louds, word building, and mathematical narratives), supplemental classroom instruction
Science	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; focus is on laboratory analysis, analytical thinking skills, and content enhancement strategies, (6-8) content enhancement through literacy strategies (Dear Confused letters, read a-louds, word building), supplemental classroom instruction
Social Studies	(6-12) small group, one-to-one tutoring during school, after school, and on Saturdays; use of content enhancement strategies (outlines, diagrams, mapping, oral presentations, and project-based problem solving), supplemental classroom instruction
At-risk Services provided by the Guidance Counselor	small group, one-to-one counseling during and after school; focus is on goal setting, self-reflection, and process analysis – parental meeting
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	small group, one-to-one counseling during and after school; focus is on goal setting, self-reflection, coping mechanisms, and family issues – parental meeting
At-risk Health-related Services	occurs during day and night workshops; student-parent involvement workshops focused on decision-making, safety issues, and goal-setting

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

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

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

PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support asserting leadership in education for their children for parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 07X500 **School Name:** Hostos-Lincoln Academy of Science

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.

ELA – all students

- Black/African
- Students with Disabilities

Academic issues – out of 21 students with disabilities in the 7th grade, 7 are ELL and 2 are former ELL students; item analysis of state exam shows curriculum gap with poetry unit; item analysis of state exam points to deficient test taking strategies

Math

- Students with Disabilities

Academic issues – out of 21 students with disabilities in the 7th grade, 7 are ELL and 2 are former ELL students; item analysis of state exam shows deficient test taking strategies, arithmetic deficiency, and understanding the clarity of word problems (link with ELA reading levels)

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.

ELA – all students

- Black/African
- Students with Disabilities

During the academic day:

- Supplemental reading class electives focused on non-fiction (history, science) and fiction (English)
- Supplemental reading period – decoding and reading comprehension skills

After-school and Saturday:

- Writing intensives – six week, 4.5 hours a week sessions, focus on writing skills
- Test taking strategies – six week, 4.5 hours a week sessions, focus on understanding questions in context

Math – students with disabilities

During the academic day:

- Supplemental math classes providing support for arithmetic skill and understanding word problems

After-school and Saturday:

- Math skill intensives – six week, 4.5 hours a week sessions, focus on arithmetic skills, understanding word problems, and test taking strategies
-

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.
 - Considering the data that 9 out of 21 special education students in the present 8th grade are ELL or former ELL students the 10% of Title I funds for professional development have been used to support content and special education teachers understand the needs of these students. Item analysis shows a deficiency related to reading level and understanding in a test-taking context. Professional development focused on pedagogical approaches as well as learning strategies will support increased performance on state-mandated assessments.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - ELL teacher will provide mentoring support for content and special education teachers
 - Experienced teachers will provide mentoring support for inexperienced teachers
 - Support will include lesson planning, curriculum mapping, analysis of student work, and peer inter-visitation

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.
 - Letter will be sent home (both in English and Spanish) describing the school's identification and our initiatives for removal. A follow-up meeting with parents will be held to explain the school's identification and our initiatives for removal. All communication will take place the first two weeks of January 2012.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CUNY/ Debra Moldonado	District 07	Borough Bronx	School Number 500
School Name Hostos Lincoln Academy of Science			

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

Principal Nicholas Paarlberg	Assistant Principal Vincent Marano
Coach type here	Coach type here
ESL Teacher TC Niemann, ESL	Guidance Counselor Robert Dalmau
Teacher/Subject Area Doug Murray	Parent Raymond Warlick
Teacher/Subject Area type here	Parent Coordinator Basilica Sanchez
Related Service Provider type here	Other type here
Network Leader Debra Moldonado	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	10
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	552	Total Number of ELLs	28	ELLs as share of total student population (%)	5.07%
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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. 

- During the interview for accepted students (and post), the guidance counselor makes an initial assessment. Student-parent interviews in English and in the native language inform initial placement. Results of the HLIS given by the counselor decide whether or not to pursue the LAB-R. The NYSESLAT is given annually for those students who meet eligibility requirements.
- Parents receive an outline of program choices and how our school can meet their child’s needs. We use parent workshops during the first semester to describe in detail our support programs.
- Parents are informed of placement options for their child in September. Though some parents have indicated a desire to limit ESL opportunities for their child, the school’s administration addresses this issue with a transcript analysis and goal-setting meeting with the parents and the student. The administration takes pro-active steps to eliminate stereotypical parental concerns based on either embarrassment or a lack of information. Parental response to survey questions is often focused on parental needs and a simplified student ESL program. The administration believes that though ESL classes for parents offer a bridge to their child’s academic experience, it is the diversity of the student’s ESL program that will provide an ELL with an academic program that will address the four major skill areas: listening, speaking, reading, and writing.
- As a secondary school we offer many avenues of support with parents opting for our Freestanding ESL Program as well as reading and writing programs. Our program aligns with parent requests and guidance counselor recommendations.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1	1	1	1	1	7
Total	0	0	0	0	0	0	1	1	1	1	1	1	1	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)		0	Special Education	7
SIFE	0	ELLs receiving service 4-6 years		28	Long-Term (completed 6 years)	0

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	22			5			1			28
Total	22	0	0	5	0	0	1	0	0	28

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	3	8	5	1	2	3	28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	3	8	5	1	2	3	28

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?

• Throughout the year one fully certified ESL teacher will provide a free-standing ESL class with push-in and pull-out instruction five periods a week for 6, 9-12 grades students. In addition, some of these students receive an additional support period for classroom work. Students are programmed for additional reading and/or writing periods depending upon their proficiency and needs. Students in the 6-8 grades are provided supplemental support for reading and writing initiatives. The 6th grade uses the SRA Corrective Reading program five periods a week, the 7th and 8th grade receive supplemental reading and writing instruction five periods a week based upon their proficiency

A. Programming and Scheduling Information

levels.

- The instruction is divided into specific units: reading strategies, writing process (prewriting, drafting, revising, and proof reading), oral presentations, listening strategies, learning strategies for accessing information, and collaborative activities. One certified and one uncertified ESL teacher collaborate in their preparation creating a learning environment that is student centered and needs based. In addition, an after school program supports content-area classes by focusing on strategies and skill development specific to classroom activities; for example: map reading, lab reports, vocabulary acquisition, and logic structure. Though interim assessments and NYSESLAT scores provide a starting point, it is the dialogue between content-area teachers and ESL teachers coupled with an analysis of student work on a consistent basis that keeps support current and student-centered.
- ESL instruction is aligned to the NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- Classroom teachers will use ESL strategies such as the Point of Entry Model, Balanced Literacy, and content enhancement strategies to deliver content area instruction in English.
- All middle school English classes are based on the Teachers College Reading & Writing Project and its emphasis on reading atlevel texts.
- All content area classroom teachers are available for tutoring – in addition there is technology support for ELL students in science, math, and social studies.
- Our ninth, tenth, eleventh, and twelfth graders receive many of the same support systems. History and science Regents present a barrier that is addressed with skill development around information acquisition coupled with content-area examples. Organizing information and analyzing that information in the written word continues to be an area of concern. Though an advanced ELL often presents him or herself with initial signs of understanding, many content-area teachers misunderstand this presentation. The ESL teachers offer two professional development sessions throughout the year to remind content-area teachers of methodology around differentiated instruction. This internal professional development keeps student needs at the forefront of daily instruction. As with the middle school, we use extended sessions after school to support skill and strategy development. In addition, a basic grammar and creative writing class support students who have reached proficiency on the NYSESLAT, but need further skill development to remain confident and successful with their reading and writing skills. This class was developed to address the student who leaves as the high performing ELL only to discover life as an underperforming content-area student.
- As a secondary school we have a transitional and supportive model for Long-Term ELLs and those with special needs – in our middle school proficiency levels are met through a codified reading program and a supplemental reading and writing program. In the high school we offer targeted support for content area classes as well as reading and writing classes. Our school has a push-in model to support SWD and ELL's they modify instruction to meet the needs of the individual students. Students are programmed and put in classes that are the least restricted environment through CTT and SETSS model. Lessons are supported with instructional strategies to meet the needs of students with multiple entry points.

Courses Taught in Languages Other than English ⓘ

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

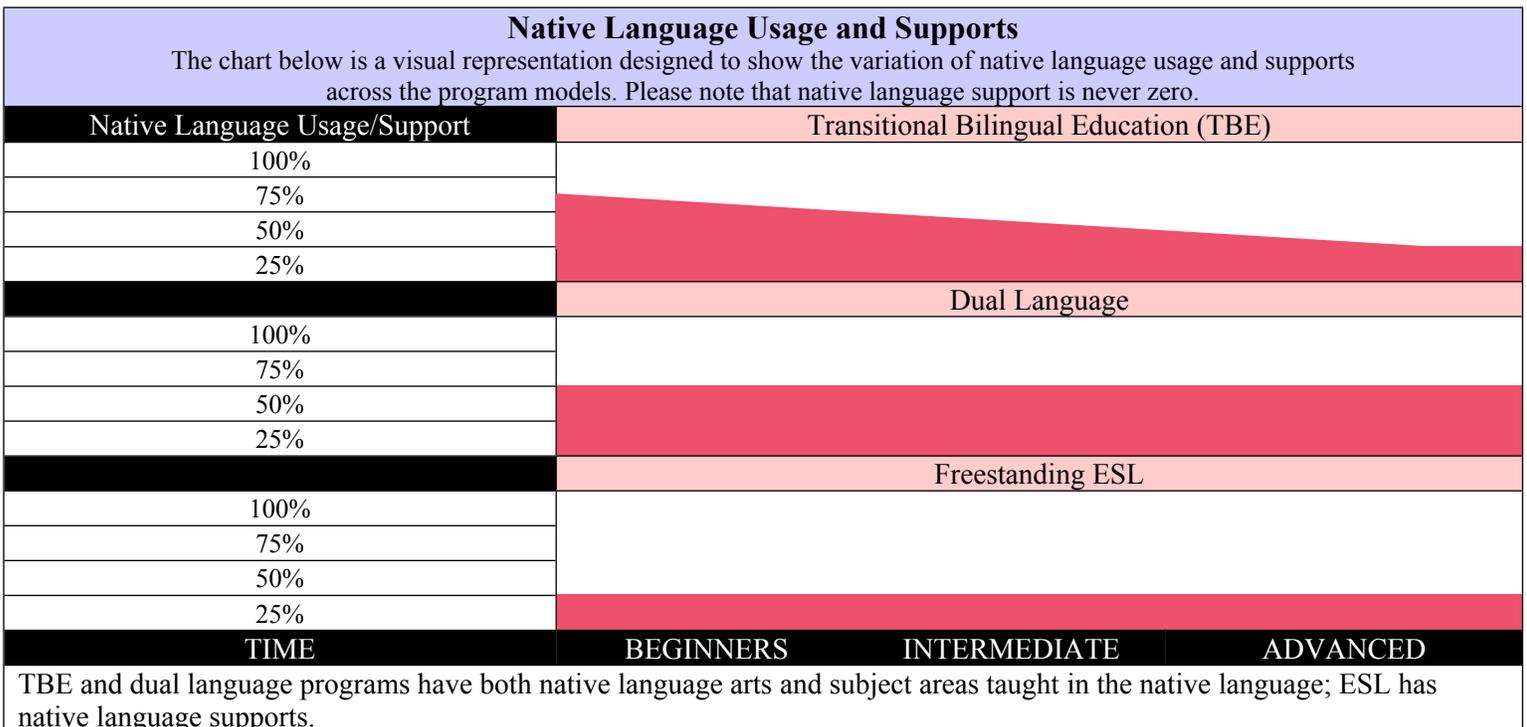
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

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

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



B. Programming and Scheduling Information--Continued

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

- Target intervention programs (Corrective Reading, At-level reading), electives (Creative Writing, Playwriting), and tutoring are all offered in English.
- Teachers use a variety of materials and methods to bridge the gap between ESL instruction and content-area instruction. A student may read a dramatic production, view the same dramatic production, and then use the writing process to convey analysis and interpretation. The instruction and method are often varied to address specific areas of growth. An essential component of this approach is the dialogue between the ESL instructors and the content-area teachers.
- Online support materials (e.g. StudyIsland) are available for ELL students in Living Environment, Chemistry, U.S. History, Global Studies, Algebra, and Geometry.
- We have modified an after-school ESL class, and substituted an open-tutoring period where students can receive support in content area classes.
- ELL students have equal access to all school programs.
- ELL students have the opportunity to take Spanish.

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)?

NA

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.

- The ELL teachers receive training in specific program areas: content enhancement, reading at-level books, SRA Corrective Reading Program, workshop model, literacy strategies, and the writing process. Page 41
- There is professional development focused on the academic and social process for students progressing from ELL to former ELL and the subsequent gaps. Strategies are presented that address these inherent gaps.
- Though the faculty participates in professional development initially during the first semester, ongoing professional development from ELL teachers to content area teachers occurs throughout the year. Specifically, we strive to address assumed foundation material with common planning and push-in models.

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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?

- We use initial parent meetings to describe our program. Subsequent workshops throughout the year address various need areas: reading, homework support, and organizational skills.
- A parental survey helps us decide which support activities will meet their needs. For example, we have used such data to provide ESL classes for parents and computers to middle school parents. Resultant feedback from parents has been positive about our program.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									1					1
Intermediate(I)								1	5	1	1	1		9
Advanced (A)							6	2	2	4		1	3	18
Total	0	0	0	0	0	0	6	3	8	5	1	2	3	28

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	1	1		4
7	5	4	1		10
8	8	4	6		18
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			2		1		1		4
7	3		7						10
8	4		4						8
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	2	0
Integrated Algebra	6	0	3	0
Geometry	1	0	1	0
Algebra 2/Trigonometry	1	0	1	0
Math <u>A</u>	2	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	4	0	2	0
Living Environment	6	0	2	0
Physics	0	0	0	0
Global History and Geography	6	0	3	0
US History and Government	4	0	2	0
Foreign Language	3	0	3	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

• Data patterns culled from formal state assessments indicate that our high school students are successful on state exams when they are supported by individual tutoring and an instructional model that front-loads concepts while providing multiple access points. Though we use the TCRWP as a foundation indicator, we rely on interim eight-week assessments to measure student growth. LAB-R data and NYSESLAT modalities consistently reflect TCRWP indicators around reading and writing.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Hostos Lincoln Academy Sci</u>		School DBN: <u>07X500</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Paarlberg	Principal		10/14/11
Vincent Marono	Assistant Principal		10/14/11
Basilica Sanchez	Parent Coordinator		10/14/11
TC Niemann, ESL	ESL Teacher		10/14/11
Raymond Warlick	Parent		10/14/11
Douglas Murray	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		10/14/11
Debra Maldonado	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: 07X500 **School Name:** Hostos-Lincoln Academy of Science

Cluster: 5 **Network:** CUNY

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

Part A: Needs Assessment Findings

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

• At the beginning of school parents are informed of translation services – the assumption is that services will be needed – bi-lingual letters are sent out informing parents of services.

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.

• Services are used during parent association meetings and during parent communication.

Part B: Strategies and Activities

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

- In-house staff is used to meet translation needs – per session provides fiscal support for translation services outside of the academic day.

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.

- In-house staff is available for translation services during the academic day and school events.

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

- The parent coordinator provides outreach to parents concerning translation services. Parents are notified at the beginning of school and throughout the year.

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: Hostos-Lincoln Academy	DBN: 07X500
Cluster Leader: Debra Maldonado	Network Leader: Cass Conrad
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: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 10 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 9

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our supplemental instructional program uses "intensives" - six week cycles (seventy-five minutes two days per week) and Saturday morning programs (three hours for five Saturdays). These intensives focus on specific areas: grammar, reading comprehension, drawing inferences, word problems, etc. We group students according to need and reading level. ELL and content area teachers collaborate to unify curriculum and share instruction.

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: Professional development has two parts: first, three learning walks and environment scans with content area teachers and ELL instructors (full day); second, eight sessions (ninety minutes) throughout the year where ELL instructors and content area instructors analyze student work and develop curriculum for intensive programs.

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: Monthly parent workshops will be held to support parents and provide resources and guidance at no cost to Title III program. Parents are informed via mail, email, phone, and webpage. Topics run the range of "helping your child study" to "finding housing" - workshops take place in the evenings and on Saturdays.

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"> • Per session • Per diem 	11,200	Per session for six week intensives, Saturday program, after-school professional development, and per diem for professional development coverage.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	