



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE MOHEGAN SCHOOL C.S. 67X

DBN (12/ BRONX/ 12X067):

PRINCIPAL, I.A.: MR. JEFFREY SANTIAGO

EMAIL: JSANTIA7@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Jeffrey Santiago	*Principal or Designee	
Loraine Brown	*UFT Chapter Leader or Designee	
Jovanna Russell	*PA/PTA President or Designated Co-President	
Migdalia Fontanez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carmen Ortiz	Member/ Parent	
Adrienne Jackson	Member/ UFT	
Dome Peters	Member/ UFT	
Trish Coorado	Member/ UFT	
Ana Rodriguez	Member/ UFT	
Sophia Demunn	Member/ Parent	
Sara Paez	Member/ Dc-37	
Crystal Pena	Member/Parent	
Aurea Rodriguez	Member/Parent	

Sanaye Richardson	Member/Parent	
Solany Rodriguez	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

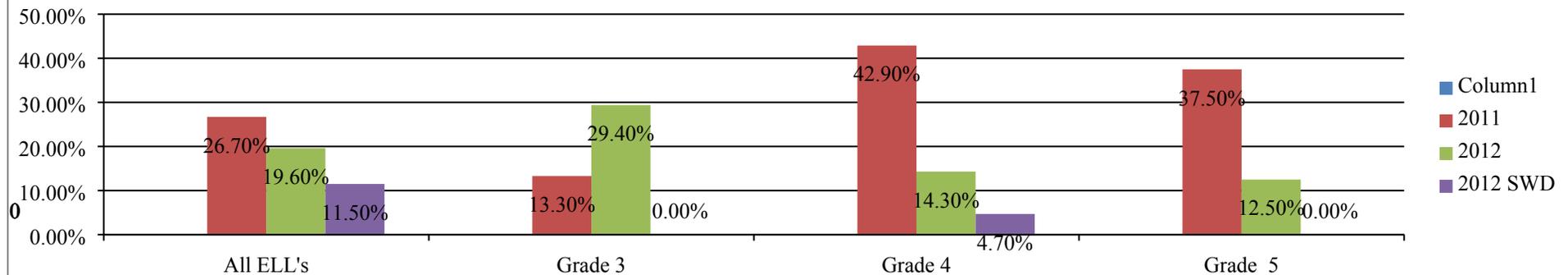
By June 2013, 3-5%, ELL students within the SWD subgroup will demonstrate an increase in progress towards achieving state standards as measured by an increase in the NYS ELA tests.

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.

After conducting an analysis of student performance data on the NYS State ELA exams, NYSESLAT, and periodic assessments, it was determined that 7.1% of students scoring in the lowest third were students who were considered both ELL's & SWD's. Several item analyses indicated a need to improve students' comprehension. As a result, we have made progress for our ELL's within the SWD subgroup, a priority goal for this year.

2011 - 2012 ELL 's



Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Use instructional practices that are appropriately aligned to CCLS curriculum maps and use UDL principles to ensure multiple entry points and access for diverse student learners.
 - Participate in differentiated professional development activities according to their pedagogical needs
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Ensure that teacher practices for checking for student understanding throughout lessons are more consistent across classes.

Activity #1

Professional Development:

Ongoing professional development is being provided by Fordham (Eva Garcia- NYCRBRN) to assist teachers with providing strategies to ELL students in acquiring language through setting language goals. Professional development was also provided on data analysis:

1. analyzing 2012 NYSELAT results;
2. analyzing (AMAO) annual measurable achievement outcomes

Additionally, ongoing professional development is being provided CFN# 407:

- to assist the ESL teacher to ensure that ESL students receive their mandated minutes based on their proficiency levels.
- to assist the ESL teacher with strategies for delivery of instruction.
- to assist special education teachers and related service providers will receive training on writing quality IEP's.

Target Population(s): Teachers serving students in grades 3 & 5.

Responsible Staff Members: ESL teacher, CFN# 407: Evelyn Marzan, Loraine Estrada, Jataon Whitley, Eva Garcia NYCBERN, Assistant Principals, SETSS teacher and other staff members servicing SWD's.

Implementation Timeline: Ongoing professional development from October 2012- June 2013

Activity#2

The School Implementation Team/PPC in collaboration with administration will meet to identify students who will benefit from a flexible scheduling plan based on Phase 1 reform as a means of moving students towards the least restrictive environment. The team in conjunction with the general education classroom, special education teacher will monitor student's progress.

Target Population: Students considered ELL within SWD population

Responsible Staff Members: Grade 3 & 5 classroom teachers, Technology teacher, ESL teacher, Coach, Social Studies Teacher, Assistant Principals

Implementation Timeline: September 2012- June 2013

Activity #3

During the 50 minute mandated program, support staff (ESL, SETSS, SPEECH,) will provide ELL students small group academic intervention to supplement the instruction they receive during the school day.

Target Population: Students considered ELL within SWD population

Responsible Staff Members: Grade 3 & 5 Special & General Education teachers, School Implementation/PPC Team, Administration, ESL Teacher, Speech teachers, SETSS Teacher

Implementation Timeline: September 2012– June 2013

Steps for including teachers in the decision– making process

- Teachers will meet during weekly grade meetings, weekly extended day meetings and biweekly meetings with Administration to analyze student data and develop instructional plans to address student needs.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Communicate with parents monthly via informational letter.
- Provide parents with a monthly calendar of events and what each grade will be covering for that month instructionally.
- Provide parents with workshops to support students with reading strategies at home, IEPs & assessment, new CCLS.
- Parent Coordinator and other staff will attend regularly scheduled meetings to share information and respond to parent questions and inquiries.
- Provide progress reports to parents every (6-8 weeks) to inform them of their child’s progress.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- The school has established a partnership with the following CBOs: The Kips Bay Boys and Girls Club provide homework help, physical, recreational and social activities; Bronx Lebanon on-site provides therapy for students and families. The Mary Mitchell program provides tutoring, homework help, recreational and art activities in an after school program.
- Positive Behavior Intervention System (PBIS) is a systematic approach to proactive, school wide behavior based on a Response to Intervention (RTI) model. Tax Levy, Title I, Title III
- The Fresh Fruit & Vegetable is a federally funded program designed to increase children’s consumption of fresh fruits and vegetables to improve their health and reduce their risk of obesity.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal # 2

By June 2013, students in grades 3,4 & 5 will produce a minimum of 15 written pieces demonstrating increasing sophistication in most aspects of language use, from vocabulary and syntax to the development and organization of ideas, and increasingly demanding content and sources. This will be measured through teacher and CFN made rubrics.

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.

Through frequent teacher observation and examining student work as an administrative team, we determined that there was a need to show evidence of student growth in writing. We will begin to support teachers with materials throughout the school year in order to support the implementation of Common Core Learning Standards and the new NY State Assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.
 - e) Use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas, and classes that expose students to a progression of sequenced complex materials and writing activities.
 - f) Provide support to all teachers across grades aligned to rigorous and coherent CCLS curricula through the support of CFN # 407.

Activity 1

Teachers will utilize the current reading program (Reading Streets) to create the Table of Contents around writing activities based on the Common Core Learning Standards. Some of the writing pieces will be required to be placed in the portfolios.

Students will also have an opportunity to select their own pieces to add to their portfolio.

Activity #2

Students will create personal goals for ELA and Mathematics that will be included in the portfolio. The goals will consist of what students hope to accomplish by the end of the year. Teachers will meet with students one on one during conferencing to discuss their personal goals and possible strategies to achieve them. These goals will be reviewed periodically by the student to monitor their progress.

Teachers will provide a consistent, clear understanding of what students are expected to learn by completing 4 Instructional Units of Study- 2 in ELA and 2 Math which are aligned to the Common Core Learning State Standards which will be included in the Table of Organization.

Activity #3

Teachers will meet as a grade to revisit the portfolios and asses particular needs at the end of each (6 week) unit. There will be a final review of the student portfolios will allow teachers to create a needs assessment for the next teacher. The portfolios will travel with students to the next grade.

Activity #4

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Training of parents in use of ARIS Parent link. This workshop is provided on behalf of our data specialist and parent coordinator. Title I , Tax Levy
- Training of parents in understanding of CCLS. The network will provide onsite and offsite locations for parents to become familiarized with the CCLS. Parents will also be invited to attend our in house professional development for parents on CCLS.
- Training and information sessions for ELL parents. We will be holding in conjunction with our parent’s association team, an ESL class for parents. We will also provide them with support and information regarding their rights and support via our network and ESL service provider. Parents can view student portfolios and share in the learning.
- Regularly schedule parent and school meetings (e.g., SLT, Annual Title 1 Parent Meetings, Monthly Parent Meetings)
- School sponsored event include Curriculum Night, Parent-Teacher Conference, Holiday and special Assemblies; Attendance and Award Assembly Program
- Provide workshops for and disseminate information to families that help them to better understand the CCLS-aligned curriculum the citywide expectations, and student achievement data on ARIS.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- The CFN # 407 has provided opportunities for teachers to view best practices by participating in programs such like the Teacher Exchange Program, allowing for visits to other schools and attending Teacher Effectiveness workshops several times throughout the year. Teachers who participate in these activities are encouraged to share their experiences with the staff.
- Fordham University / NYCBERN will provide support for ELL parents through our ESL coordinator. Title III
- District support to implement CCLS and new teacher effectiveness program.

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

Attendance

- By June 2013, there will be an increase in student attendance of 3- 5 % as evidenced in ATS (automate the schools).

Comprehensive needs assessment

- Needs assessment:

After analyzing the 2012 attendance data from the Annual School Report Card, Progress Report; and the narrative from the 2012 Quality Review, attendance was cited as major area of concern. The previous school year 2012 ended at a 90.2%.

Instructional strategies/activities

Activity #1

Attendance will be monitored on a daily basis in the morning and afternoon. We will have two school aides assigned to work with attendance. The afternoon school aide will circulate class by class to make any necessary corrections due to students coming in late. Communication via phone calls through our automated system “school messenger” will take place on a daily basis. If the school is not able to make contact with the home due to incorrect phone numbers, then letters will be sent to the parent informing of the absence and requesting a new number for the child’s file.

Activity #2

Classroom teachers have been and will continue to recognize and reward students with perfect attendance through classroom celebrations.

Activity #3

Students will be recognized at the Attendance Award Assembly program every two months. Invitations will be sent home to parents. Students who have perfect attendance will have an opportunity to receive an IPAD at the end of the school year.

Strategies to increase parental involvement

- Parent raffles (raffle of food, books and school uniforms) Title I, Title III
- Breakfast with the principal, parents came in to meet with the principal expressing concerns and ideas.
- Parents night out with their children (Movie night at the school) Title I
- Morning interest workshops (How to apply for supplemental support, medical benefit programs, housing assistance programs) Title I

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Our parents association and parent coordinator will work in collaboration to use Title I monies to create parent workshops. These workshops are held early in the morning.
- We also hold special Read with your child sessions using Title III funds. Our ESL teacher holds early morning sessions to help support parents reading to their children. We utilize books geared to help parents learn language developmental skills to help support their children at home.
- Funded a school aide to work on attendance and contacting homes. Tax Levy
- Bought incentives (tablets, ipads, certificates) using fundraiser money. (other)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description			Total # of Students Receiving Services @ C.S. 67x
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).	
ELA-SETTS	Intervention	Small group	During the school	10
Mathematics-- SETTS	Intervention	Small group	During the school	10
Mathematics	Intervention	Tutoring	During school	
ELA	Intervention	Tutoring	After school	102
Math	Intervention	Tutoring	After school	102
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At- risk	One-on-one	During the day	20

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The administrative team will attend DOE sponsored job fairs and utilize teacher find and open market to recruit highly qualified teachers. We will also work in collaboration with Judith Rivera the HR manager of our network Maverick. As a school, we will assign mentors to 1st and 2nd year teachers to provide ongoing support. Coaches will provide model lessons as well as engage in co-planning and teaching throughout the year with teachers. Teachers will participate in interclass/school visitations to help build on their pedagogical skills. All teachers will participate in weekly grade meetings that will help support one another and build on each other's strengths. Monthly meetings will be held with the new teachers and administration to ensure that they are on target and address any concerns that they may have. Our network will assist in providing professional development in all content areas including but not limited to the new Teacher Effectiveness program

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Chris Groller	District 12	Borough Bronx	School Number 067
School Name The Mohegan School			

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

Principal Emily B. Grimball	Assistant Principal Marietta Sanzo
Coach Yvette LopezDiaz	Coach Michael Litt, Testing Coord.
ESL Teacher Gianni Holmstrom	Guidance Counselor N/A
Teacher/Subject Area Neuza daGloria	Parent Terrance Walker
Teacher/Subject Area N/A	Parent Coordinator Migdalia Fontanez
Related Service Provider Ursela McBride	Other
Network Leader Varleton McDonald	Other N/A

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	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	27
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	687	Total Number of ELLs	93	ELLs as share of total student population (%)	13.54%
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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. 

Paste response to questions 1-6 here. When a student arrives at P 67X as a brand new student to the NYC School System, the parent is given an Enrollment Package to fill out, which includes the Home Language Identification Survey, or the HLIS Form. Using the Parent Coordinator's Language Chart as an aid, the parent's preferred language is established, and the Enrollment Package is provided in the language that the parent indicates. If the parent fills out the survey and indicates that the child either understands, speaks, reads or writes in a language other than English in the following breakdown: one response with a language other than English as the primary language in question 1-4 and two responses with a language other than English in questions 5-8, the child is identified as "eligible" to be tested. The parent is notified that either the licensed ESL or Bilingually certified teacher will administer the Language Battery Assessment-Revised or the LAB-R. If the native language of the student is Spanish, the child is administered the Spanish LAB only if the student does not reach the cut score for the grade-level in the English LAB-R. This is done to assess the child's level of proficiency in the native language and establish the dominant language. In addition to answering the questions, the licensed ESL or Bilingual teacher will conduct the oral interview with the parent to assess the educational experiences of the child, and discuss any concerns the parent may have concerning the child's ability to learn. If the child is eligible to be tested, and does not meet the cut score for the grade level the child will chronologically enter, the parent is notified with the Entitlement Notice that the child is identified as an English Language Learner or ELL. The parent is then invited in writing (in the preferred language) to come to the school to view the Parent Orientation to the 3 programs offered in NYC, Transitional Bilingual, ESL Only and Dual Language programs. After viewing the video, the parent indicates their choice of ELL program for the child to receive their instructional services. If the program that the parent chooses is not available at the school, the parent may choose to have an alternate placement that the school has available. Their original choice of program is kept on file and when sufficient numbers (15 students in two consecutive grades in K-8 and 20 students in one grade in 9-12) of parents ask for the same program, the principal is required to open a class on the grades with the students. Once the parent chooses the program, the child is placed in his/her classroom for the school year. This entire process must not exceed the 10th day of enrollment to the school. In addition, all future correspondence with the parent is identified and entered in the Automated Tracking System (ATS) at the time of enrollment to ensure the parent is fully informed and able to make the best decision for their child. Copies of the letters are maintained in student permanent record file and a copy is forwarded to the ESL teacher.

Staff members responsible for conducting the initial assessment including the administering the HLIS are the following Mrs. Z. Pinilla, Pupil Personnel Secretary, Mr. G. Holmstrom, certified ESL teacher, Mrs. M. Fontanez, Parent Coordinator and Ms. Y. Lopez, Literacy Coach. Staff members responsible for administering the LAB-R and the formal initial assessment include: Mr. G. Holmstrom, certified ESL teacher; Ms. Y. Lopez, Literacy Coach/ At-Risk Teacher; Mr. M. Litt, Math Coach/Testing Coordinator/ At Risk Teacher; Ms. N. daGloria, Prek Teacher, certified ESL teacher. The Staff members speak both English and Spanish with the exception of the Testing Coordinator.

As a result of the NYSESLAT, we provide the mandated minutes for ESL based on the students' level of language acquisition: 360 minutes for Beginners/Intermediate; 180 minutes for Advanced students. Classroom teachers are also responsible for providing ESL instruction through other content areas. The ESL teacher pulls the students out of their classes and instructs them into the ESL classroom for the predetermined amount of time mandated.

ATS reports that are used to determine NYSESLA eligibility include the Extension of Services report and the RNMR report.

The NYSESLAT is administered by the ESL teacher and Coaches. The Listening, Reading, and Writing subtests must be administered to groups of students between April 18, 2012 – May 18, 2012.. Each school may choose its own testing days and times within that time period. For all grade bands, the Department suggests that schools administer the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Schools may administer the Speaking, Listening, and Reading subtests in a different sequence for some or all students if doing so will facilitate the school’s completion of this testing. The Writing subtest should be administered last.

The NYSESLAT is an untimed test. Suggested time allotments for various parts of the test are listed in the chart on page 2 of this manual. Scoring of the Writing subtest may not begin until scoring materials arrive in schools on May 21–25, 2010. Scorers must be cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions. Schools must submit their answer sheets to the scanning centers by a specific date indicated by NYSED.

Students to be Tested

All public and charter schools must administer the NYSESLAT to all English language learners in Grades K–12 regardless of physical location of the student, classification as disabled, or number of years of service (including six or more years), until proficiency is attained as

reflected in the score achieved on NYSESLAT. Nonpublic schools are strongly encouraged to administer the test to their English language learners. The four components of the NYSESLAT include Listening, Speaking Reading & Writing. The assessments have the following features. Features of the NYSESLAT for Grades K-1:Test Section Administration Estimated Time* Basic Format

LISTENING To a group of students 25 minutes The teacher reads the assessment to the students. All the questions are multiple-choice, with pictures for the options. The students circle their answers in their test books. Tasks range from simple identification of pertinent information to understanding the elements of a brief story. **READING** To a group of students 25 minutes The teacher reads a script to guide the students through the K-1 Reading assessment. All questions are multiple-choice, with single letters, words, and pictures for the options. Tasks range from identification of letters and sounds to choosing answers to questions about stories of a few sentences. The students circle their answers in their test books. **SPEAKING** To individual students 10 minutes The teacher instructs the student to look at pictures in a test book and asks the student questions about those pictures. The student speaks in response to these questions. **WRITING-** To a group of students 15 minutes The teacher asks the students to write single words; short, dictated sentences; and a short description of a picture they see. * These times include time for the teacher to give instructions to the students as well as for the students to take the test. **Listening-** To a group of students 45 minutes Students listen to stimuli on audiotapes and answer questions printed in their test books.

READING To a group of students 50 minutes Students answer multiple-choice questions based on reading passages printed in their test books.

SPEAKING To individual students 15 minutes The student speaks in response to questions and stimuli that are read by the teacher and printed in his or her test book.

WRITING To a group of students 50 minutes Students write and perform writing exercises in response to questions and stimuli printed in their test books. * These times include time for the teacher to give instructions to the students as well as for the students to take the test.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

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%)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1	<input type="text"/>	2						
Dual Language (50%:50%)	<input type="text"/>	0												
Freestanding ESL														
Self-Contained	<input type="text"/>	0												
Push-In	<input type="text"/>	0												
Total	0	0	0	0	1	1	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	<input type="text"/>	Newcomers (ELLs receiving service 0-3 years)	29
SIFE	1 <input type="text"/>	ELLs receiving service 4-6 years	23
		Special Education	23
		Long-Term (completed 6 years)	<input type="text"/>

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. [i](#)

	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	<input type="text"/>	<input type="text"/>	<input type="text"/>	23						
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	0						
ESL	<input type="text"/>	<input type="text"/>	<input type="text"/>	53						
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>						

Number of ELLs in a TBE program who are in alternate placement: 3

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	16	7	<input type="text"/>	23						
Chinese	<input type="text"/>	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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	16	7	0	23						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
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): <input type="text"/>	Number of third language speakers: <input type="text"/>
Ethnic breakdown of EPs (Number):	
African-American: <input type="text"/>	Asian: <input type="text"/>
Native American: <input type="text"/>	White (Non-Hispanic/Latino): <input type="text"/>
	Hispanic/Latino: <input type="text"/>
	Other: <input type="text"/>

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	14	13	11	17	11	3	<input type="text"/>	69						
Chinese	<input type="text"/>	0												
Russian	<input type="text"/>	0												
Bengali	<input type="text"/>	0												
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	0												
Haitian	<input type="text"/>	0												
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	0												
Other	<input type="text"/>	0												
TOTAL	14	13	11	17	11	3	0	69						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 .

a. The organizational model used is a push-in/pullout program. The ESL teacher pulls the students out of their classes and instructs them in the ESL classroom for the predetermined amount of time mandated. Where applicable, the ESL teacher also pushes in during classroom instruction. Students are grouped together by proficiency based on the results of the NYSELAT. Students who have newly arrived receive additional instruction twice a week in the fifty minute extended time program. We also have two self-contained Bilingual Special Education classes where students receive instruction in English for 40% of the time and Spanish 60% of the time. As students in these two classes become more proficient, instruction in English is increased. Data from the LAB Spanish scores, NYSELAT is used by the teacher to determine placement in appropriately-leveled Native Language instruction. This data is also used as a tool to identify targeted skills to be addressed during instruction.

b. Students are grouped according to their English level of proficiency and grade level. When grouping ELL students, LAB-R, NYSELAT, ECLAS(grades 1-2), and the results of Predictive ITAs(grades 3-5) are taken into consideration. Flexible grouping makes it possible to change a student's group depending upon the student's progress. In the Bilingual Special Education classroom ELLs are grouped according to the grade, NYSELAT score and the recommended services of CSE.

2. a. In the pull-out ESL instructional program students are grouped by need and grade level. ELLs receive New York State ESL/NLA mandated allotment of instruction time based on proficiency levels. Beginning and Intermediate levels, ELLs receive 360 minutes of ESL per week. Advanced levels receive 180 minutes of ESL instruction weekly. In the two Special Education Bilingual classrooms language instruction is also based on proficiency levels by NYSELAT testing. In our school these classes have a 40% English and a 60% Spanish instructional program and receive 360 minutes of ESL per week. This is because the ELLs are at a Beginning or Intermediate Level.

3. In a pull-out ESL classroom the following strategies and approaches are used: Choral speaking, poetry, reader's theater, and language experience techniques. Reading, writing, and math skills are reinforced focusing on conventions of grammar and usage. Materials that are used include manipulatives, Realia; ESL video programs; Rosetta Stone with speech recognition; Santillana: Intensive English Learning System; SRA ELL Phot Library; Dolch List-Grade level appropriate sight words, ELL handbook from Reading Street; Read Write, Edit and Listen and the Common Core Clinics. In addition, instruction includes graphic organizers, TPR(Total Physical Response), and teacher modeling. Scaffolding techniques and differentiation are used to facilitate learning. In the push-in program model the ESL is a co-teacher and follows the classroom teachers lesson. ELLs are monitored formally through ELL Periodic Assessments and informally by observation. Data is collected by classroom teachers and the ESL teacher. The teachers meet at weekly to analyze data and discuss skills to be taught. m.

4. a. Literacy and Math Coaches provide small group sessions to teach basic skills in math, reading. Cooperative learning and peer teaching (A buddy system) in the classroom facilitate comprehension and language development. Extended time ESL classes are offered to learn vocabulary, basic phonic skills, and writing. An ESL newcomer program is available during the school day offers speaking, reading, and writing in English. Also available to all teachers are websites, such as Starfall.Com to provide repetition and practice. The student sets his/her own pace. The ESL teacher uses various strategies, such as TPR (Total Physical Response), role play, language experience charts, music, art, pictures, and real objects to facilitate understanding. To address the needs of Students with Interrupted Formal Education (SIFE) teachers offer additional instruction time during their professional, preparation periods and 50 minute

A. Programming and Scheduling Information

program that is offered twice a week. The additional instruction time allows the teachers to target specific areas to help those academic gaps. Appropriately leveled materials for SIFE learning are gathered by the teacher, along with the Literacy and Math coaches.

b. ELLs in school less than three years are supported by cooperative learning and peer teaching (buddy system) in the classroom. An ESL Newcomer program is available during the school day to learn vocabulary, basic phonic skills, and emergent reading and writing. They are introduced to the website Starfall. Additionally, websites like Starfall.com are also available to the classroom teacher. In the ESL classroom, different strategies are used. These are TPR, role play, music, art, choral reading and speaking, pictures, and real objects to facilitate learning. Extended day programs will focus on supporting instruction for ELA and math.

c. There are various intervention programs at this school that provide additional support in ESL, math and other content areas for ELLs receiving services for 4 to 6 years. There is a Wilson Reading System and Reading-Writing-Vocabulary from AtoZ (Three related computer sites). An at risk SETSS program using My Sidewalks and Foundations intervention programs.

d. Cooperative learning and peer teaching with mixed groups allows peers to discuss lesson materials. ESL, classroom, reading, and math teachers and coaches meet to create a plan to provide the skills to move on to the next grade. Computer and computer technology provide an electronic text that affords alternative formats for reading materials that can be customized to match the learner's needs and offers students with multiple ways to express and demonstrate what they have learned. A behavior modification program (PBIS) (SAVE) teaches the skills to reduce classroom behavior problems by teaching the listening and speaking skills necessary for social and emotional growth. Extended day programs focus on development of academic skills. Our tutoring programs (Kip's Bay Boys and Girls Club) promote specific academic or social skills. In the classroom, drama, role play, and acting out enhance language acquisition in ELLs. Stories that are acted out also increase comprehension skills while ELLs absorb the rhythm and meaning in the English language. Games can be used in pairs and small groups to reinforce learning materials and allow ELLs to hear and practice language. Differentiated instruction allows ELLs to learn at their own pace and prepare them for the next grade.

e. ESL students with disabilities whose IEP recommends ESL are integrated into a free standing ESL program or a Special Education Bilingual classroom, if one is available. In the ESL classroom, they are grouped by level with regular education ELL students. Levels are chosen by scores of the last NYSESLAT testing. Thus beginners are grouped together, as are intermediate, and advanced. The Special Education ELL student IEP also provides a starting point for academic evaluation. The ESL program provides active listening skills to focus understanding. Opportunities are provided to hear and speak social and academic language. The ESL teacher's classroom language is modified and simplified to be more accessible to all ELLs in the classroom. The ESL classroom teacher uses visuals, pictures, graphs, and organizers to support scaffolding. Pictures also provide things to talk about and role play helps make abstract ideas concrete. Cooperative learning groups promote social and academic language in the ESL classroom. In pre-teaching activities, the teacher models how to use texts and to activate and provide, if necessary, prior knowledge. The teacher also used story-maps to identify story elements, such as plot, setting, characters, etc. For ELLs having special needs, our plan is to create an inclusive environment where there is no distinction between special needs students and general education ELLs. Particular attention is given to scaffolding techniques, such as and general education ELLs. Particular attention is given to scaffolding techniques, such as modeling, and implementation of differentiated instruction. This includes the use of manipulatives and regalia, as well as hands-on group activities that encourage cooperation among students.

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:

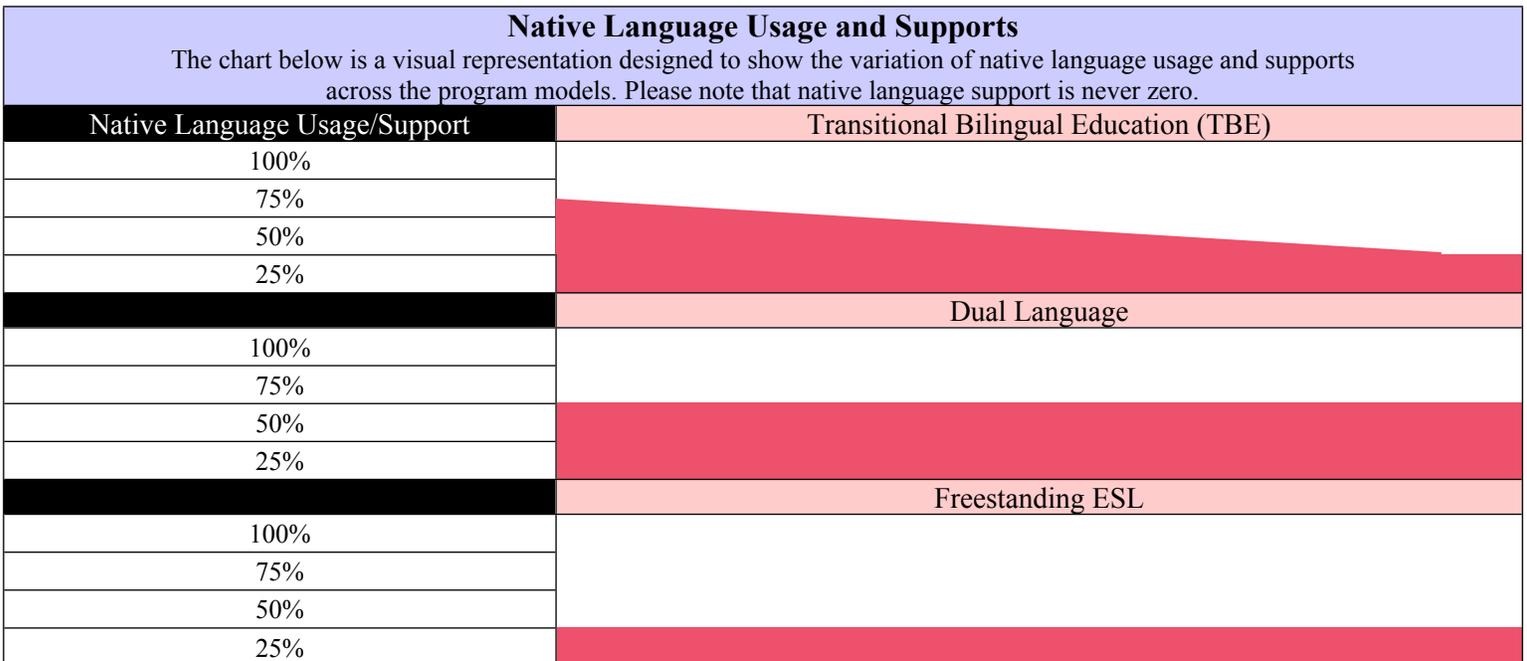
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			

Social Studies:	English/Spanish
Math:	English/Spanish
Science:	English

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



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8.

9. There is a plan in place at CS 67 for continuing transitional support for ELLs reaching proficiency on the NYSESLAT. Teachers are made aware of the presence of these students in their classes. They are held to the same expectations as their monolingual peers in their classes. Additionally, extra materials are given to the students' teachers, extra communication is established with the parent, and if needed, the students are pulled out for extra help for continuing transitional support. These students are granted the same accommodations as present ELLs on state exams as per mandated NYC testing accommodations for two years following their gaining a proficient score on the NYSESLAT.

10. Every year at CS 67, current ESL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. After speaking to parents at the parent orientation meetings and parent/teacher conferences, the ESL teacher assesses the parents' articulated feelings in regards to the education of their ELL child. It has been found that parents overwhelmingly prefer the current freestanding ESL program that is in place. In the past, a dual language program was considered in the school, however the number of ELLs along with parent support was not sufficient to support this type of program. In addition, we would like to offer an afterschool program for parents hoping to learn English and gain English Language proficiency in the modalities of listening, speaking, reading and writing. Again, this will be considered as budgetary opportunities arise.

11. No previously set in place program aimed at servicing ELLs will be discontinued for the current school year.

12. ELLs are afforded the same access to all school enrichment programs as their monolingual peers, depending on the students' academic grade level. They are invited to participate and given an equal opportunity of participation to whatever programs are available for their grade. ELLs are offered specific afterschool programs for help in language acquisition, literacy development and math skills. All academic afterschool programs specifically designed for ELLs are taught by bilingual (English and Spanish speaking) teachers.

13. ELLs also have equal access to instructional materials to their monolingual peers. ELLs have access to software specifically designed for language and vocabulary development including Rosetta Stone; audio and book library for Grades K-3 & classic books & audio for Grades 4 & 5. In addition to software, there are laptops and listening centers exclusively for ELL students. ELL students also learn how to use word processing programs and the internet in regularly scheduled technology classes. Materials afforded specifically to ELLs are visual aids, graphic organizers, ELL textbooks, consumable workbooks, and content area vocabulary cards, Language learning games, puzzles, translation dictionaries and manipulatives. □□

14. Native Language Support is delivered 25% of the time in our freestanding ESL program in the way of teacher translation, student to student translation and native language support, and literacy tools such as books, picture dictionaries, and translation dictionaries are available for student use to enrich content and make it comprehensible. Other content area teachers, the parent coordinator, and administrative staff are available to translate or deliver instruction where appropriate and as necessary.

15. All required services and resources correspond to ELLs' grade levels. Resources and instruction are then differentiated or modified to

match the students' needs and level of background knowledge to meet grade level expectations.

16. When newly enrolled ELLs are identified prior to the beginning of the school year, they are given an opportunity to meet the classroom teacher beforehand. Also, ELLs and their parents have an opportunity to speak with administrative staff, ESL staff, and the parent coordinator about the school, program offerings, curriculum, and grade level expectations. Newly enrolled newcomer ELLs are paired up with one or two "buddy" students with the same native language who can help them through translation and social development and transitions. In most cases, however, newly enrolled ELLs arrive on the first day of school with other newly admitted students or at some point throughout the school year making any summer bridge transition techniques difficult to implement.

1

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. ELL teachers are regularly invited to attend district and Network training sessions specifically directed toward the effective instruction of ELLs. These trainings may include topics related to compliance issues for the school, ELLs, or ESL instruction, literacy and content area instructional practices for ELLs, assessment analysis for ELLs, and best school wide practices for ELLs based on the ESL standards. ESL teachers are routinely encouraged to attend trainings by the administration and are given an opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.

2. Support for ELLs transitioning from elementary to middle schools is provided by the school's bilingual social worker. She routinely discusses middle school choices with all transitioning students including ELLs and those with special needs. Students are also invited to Open Houses at various middle schools.

3. To implement the 7.5 hours of ELL training for teachers of our LEP/ELL population, staff attend a variety of workshops pertaining to scaffolding instruction for LEP/ELLs via ARIS. Additionally, classroom teachers attend workshops that increase student engagement in the classroom, utilize various techniques on vocabulary-building, enhance reading comprehension, build students' stamina for writing, and strategies to prepare students for the NYSESLAT and other state tests.

E. Parental Involvement

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

Paste response to questions 1-4 here

Parent involvement at The Mohegan School/CS 67 includes, but is not limited to; participation in monthly PA meetings. Parents are notified of meetings via letter which is published in both English and Spanish and is distributed as the need arises. As stated earlier, parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child's progress in school and more specifically in ESL. Contact and communication with parents is also established through our bilingual parent coordinator who

reaches out and talks extensively with the parents of ELLs. All parents invited to school at the beginning of the year for a "meet and greet." Teachers meet with parents in classroom to explain the grade expectations; the curriculum in each subject area and the grading system; school policies regarding class work, supplies, homework, discipline and uniform and the Fifty minute and the ESD program. Teachers will also suggest strategies to help their child (children) at home. The purpose is to help parents help their children to learn and work effectively, as well as to establish and maintain positive relationships between students, parents, and teachers as the children progress through the grade levels.

2. Communication is attempted with 100% of parents at our parent/teacher conference days. Parents who are unable to attend this date are asked to set up an additional meeting time with their child's teacher to specifically discuss the child's progress. Parents are also encouraged to attend seasonal assembly programs, showcases, and activities at the school. Parents are consistently thanked for their participation, support and encouragement of school related activities and the academic, social, and emotional development of their child. In addition, all parents, including parents of ELLs are encouraged to participate in individual classroom events such as celebrations and field trips. As a culminating activity, The Society of the Educational Arts, Inc. (SEA), a Bilingual Arts-in-Education Organization & Latino Theatre Company for Young Audiences will present one of the classical fairytales in English and Spanish. The objectives of SEA is to enhance the values and principles of the Hispanic community and develop and promote cultural/artistic exchange and expression of the community at large. Parents will be invited to attend.

2. Specific information regarding outside agencies and Community Based Organizations can be regularly obtained by parents through our parent coordinator. The school has partnerships and established relationships with several community organizations including Mary Mitchell Bronx Lebanon and Kips Bay Boys and Girls Club.

3. Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff. In addition, the parents of ELLs specifically are encouraged to fill out a survey following the receipt of information at our parent orientation meetings. This is used to evaluate whether parents understand the academic choices available to ELLs and whether or not they feel comfortable with the choice they have made. Also, many steps are taken to ensure that parents fill out the school survey distributed by the Department of Education, the results of which are published and made accessible to school staff.

4. In the past, parents of ELLs were offered classes to learn English or work on perfecting their English language skills. We are hoping to offer this program again in the future as the budget allows. For the time being, information regarding outside agencies and Community Based Organizations can be obtained through our parent coordinator. Additionally, the ESL staff regularly lends out books and supplies to students and parents who express an interest in working on their language skills at home.1.

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)	□□□	8	11	5	17	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□	43
Intermediate(I)	□□□	2	1	8	9	6	□□□	□□□	□□□	□□□	□□□	□□□	□□□	26
Advanced (A)	□□□	1	1	5	6	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□	15
Total	0	11	13	18	32	10	0	0	0	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	□□□	□□□	□□□	0	0	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	I	□□□	□□□	□□□	0	6	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	A	□□□	□□□	□□□	4	15	4	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	P	□□□	□□□	□□□	12	13	4	□□□	□□□	□□□	□□□	□□□	□□□	□□□
READING/ WRITING	B	□□□	□□□	□□□	4	14	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	I	□□□	□□□	□□□	5	8	4	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	A	□□□	□□□	□□□	5	4	2	□□□	□□□	□□□	□□□	□□□	□□□	□□□
	P	□□□	□□□	□□□	2	7	0	□□□	□□□	□□□	□□□	□□□	□□□	□□□

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	□□□	□□□	□□□	1
4	19	6	□□□	□□□	25
5	4	3	□□□	□□□	7
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	□□□	□□□	1	□□□	□□□	□□□	□□□	□□□	1
4	17	□□□	2	□□□	3	□□□	□□□	□□□	22
5	4	□□□	5	□□□	□□□	□□□	□□□	□□□	9
6	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	□□	4	□□	2	□□	□□	□□	8
8	□□	□□	□□	□□	2	□□	4	□□	6
NYSAA Bilingual Spe Ed	□□	□□	□□	□□	□□	□□	□□	□□	0

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

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

Paste response to questions 1-6 here

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.

During the course of the school year, periodic assessments are administered to provide teachers with up -to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child. These assessments are used by administration, ELL teachers, and classroom teachers to inform instruction. First, the data is reviewed and analyzed by administration. Then, areas of concern, patterns/trends, and students that are not testing well are targeted. Administration also makes decisions to align professional development offered with these needs. Next, time is allocated during coaching sessions and grade conferences so teachers can learn how to understand the student achievement data then, they meet and reflect upon this data in order to make informed instructional decisions so that student learning can continue to improve on a continuous basis. In addition, to the periodic assessments, a variety of assessment tools are used to identify students' strengths and needs: Running Records, Fountas & Pinnell Benchmark Assessments, Everyday Math Unit Tests, ECLAS, A to Z, Reading Reform, Great Leaps, LAB-R, NYSESLAT, NYS ELA and NYS Math.

The Reading Street Program Series is used school wide; the program's assessment component helps teachers assess the types of errors in reading students make including errors of meaning, syntax, and visualization. From this teachers can effectively assess a new student's prior literacy development. The baseline assessments allow teachers to identify students' needs and make initial grouping decisions. The unit benchmark assessments allow the teacher to monitor student progress and tailor instruction as needed to ensure students are mastering priority skills. We can also use this as a starting point for literacy development of our ELLs. A study of Reading Street ELL component indicates that elementary school students using the ELL materials as a part of the Reading Street program made "significant gains" in reading skills and in English language development.

Generally speaking, knowing a student's independent reading level (Fountas & Pinnel) can allow us to match a student's abilities with his or her interests and help them to effectively become better readers and writers and active participants in their own academic development. In addition, ESL teachers keep regular anecdotal notes and conference notes on the daily work and progress of ELLs. For students with

special needs, the student's IEP is regularly used as an assessment tool and starting point for instruction. Students are assessed through teacher observation and teacher made tests based on the needs and goals expressed in their IEP.

Running Records are a method of assessing reading that can be done quickly and frequently. It is an individually conducted formative assessment, which is ongoing and curriculum based. It provides a graphic representation of a student's oral reading, identifying patterns of effective and ineffective strategy use.

The Early Childhood Literacy Assessment System (ECLAS-2) is an assessment designed to help teachers determine the progress in literacy development in children from grades K-3. During the first few weeks of school a small subset of ECLAS-2 activities can be used to identify students in need of intervention.

NYSESLAT results are examined and assessed yearly to determine the ELL's priority of needs in terms of listening, speaking, reading, or writing in English Language acquisition. Data patterns can be expressed across grade levels and proficiency levels in examining the NYSESLAT. It has been noticed that ELLs consistently perform better in the areas of speaking and listening than in the areas of reading and writing. For this reason, ESL teachers use this information to guide their curricular choices and daily lesson planning. ESL activities are centered around literacy development specifically in these areas with integrated content area support for student interest as well as in support of the existing curriculum goals for our general education classes.

3. As stated earlier, ESL curricular choices are governed by the need for students to make further improvements in their reading and writing development as demonstrated in yearly NYSESLAT scores indicating that students perform below English Proficient consistently in these two areas.

4. Our school has a freestanding ESL pull-out program only with 25 % of instruction employing native language support.

a. Since some ELLs are exempted from the ELA exam, discrepancies are inevitable. The ELE test, which assesses students' native language skills only breaks into percentage and raw scores. When taking the New York State Math, Social Studies, and Science Exams translated booklets are available for students who need them. Their test scores show that some ESL students have slightly higher scores when native language translations are in fact available. During the 2010-2011 academic year, tests given in English and Spanish translations were provided for ELLs whose native language is Spanish. Students who arrive in the U.S. as late as third, fourth, and fifth grade will receive content area tests in their native language and English. (NYS Math Exam) for newcomers to promote the most positive test-taking environment for the students as well as to ensure that their mathematic skills are actually being assessed instead of their math and English skills combined as English Language acquisition is assessed through various other means.

b. ELL needs are communicated and articulated regularly between ESL staff, the testing coordinator, and classroom teachers. All staff working with ELLs are cognizant of the fact that ELLs need further development, support, and practice with English Language literacy skills.

c. Based on the results of the NYSELAT it can be seen that ELLs struggle most with English Language acquisition in the modality of writing. ELLs at our school test English Proficient in the areas of speaking and listening. This is a predictable finding in accordance with learned theories on English Language Development for second language learners. This finding is shared amongst all staff members working with ELLs. We can also see that Native Language support is an integral part of our instruction in bridging the transfer between the native language and the target language of English.

5. For dual language programs, answer the following: N/A

6. Assessments for ELLs are examined regularly to make sure that ELLs demonstrate improvement in English Acquisition and proficiency. ESL teachers are reflective about their curriculum and instructional style on a daily basis. At professional development trainings, teachers share and learn about new best practices for the instruction of different subgroups of ELLs. Where no progress is evident throughout the year, or year to year, ESL teachers, classroom teachers, coaches, and support staff will look at data in regards to individual students to identify their areas of need and where the curriculum or practice can be improved upon. Communication with the school's data specialist

and testing coordinator is pivotal in the analysis of data gathered from periodic assessments. Communication between these staff members and staff working directly with ELLs is established and maintained regularly. Assessments are examined on a regular basis in order to ensure that ELLs are making progress.

Part VI: LAP Assurances

School Name: <u>The Mohegan School</u>		School DBN: <u>12X067</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Emily B. Grimball	Principal		11/4/11
Marietta Sanzo	Assistant Principal		11/4/11
Migdalia Fontanez	Parent Coordinator		11/4/11
Gianni Holmstrom	ESL Teacher		11/4/11
Terrance Walker	Parent		11/4/11
	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
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix

Requirement under Chancellor's Regulations – for all schools

DBN: **12X067** School Name: **The Mohegan School**

Cluster: **C. Groll** Network: **407**

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.

During registration home language surveys are distributed to parents/ guardians to determine the parent's dominate language. In addition, during meetings parents attended, such as Open House, a verbal inquiry was made to determine parents' dominate language.

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.

Based on the information provided 78% of our parents speak the Spanish language, However only 50% of our Spanish speaking parents actually require translated materials and translators in their dominate language, Additionally, at least 2% of our parents speak other languages that represent countries from Africa. In order to accommodate all parents, the Mohegan School/C.S. 67 sends all communication home in English, Spanish and other languages when required. In order to address the needs of our parents, qualified interpreters are available throughout the school year including during parent/teacher conferences and parent meetings.

Part B: Strategies and Activities

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

The school provides written communication in both English and Spanish which is translated by qualified school staff member and backpacked home. The Parent Coordinator maintains a parent information board in English and Spanish of school and community events. All DOE correspondence that is addressed to parents is downloaded with the school's letterhead attached and sent home to parents in the languages made available by the Department of Education .

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

The school provides parents with interpreters in their native language and translators as needed. Services are provided by school staff members who are fluent in both English and Spanish. Additionally, the DOE provides translators not only for oral language but for the hearing impaired. In addition, C.S 67 also has the use of translation equipment which is utilized during large-scale parent meetings.

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 school provides non-English speaking parents a copy of the Bill of Parent Rights and Responsibilities which include their rights regarding translation and interpretation services. Additionally the school displays in a conspicuous location (near the interior front entrance of the school) a sign in Spanish indicating the availability of interpretation services. The school's Parent Handbook contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: The Mohegan School	DBN: 12X067
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials

Part B: Direct Instruction Supplemental Program Information

Begin description here: The direct instruction supplemental program rationale for our ELL population is to provide this group of students with strategic support to help them attain English Language proficiency as measured by the NYSELAT and the NYS ELA exam.

C.S. 67 has approximately 84 ELL students in grades K- 5. After examining our analysis of student performance data on state assessments and the NYSELAT; it was determined that we would focus our efforts on students currently in the advanced and intermediate levels. The advanced ELL students in grades 3 -5 will participate in the Title III before school mandated program. The purpose of this program is to provide ELL's with additional assistance and practice in language arts with a focus in writing. The program will be scheduled from 7:30 to 8:00 am Tuesdays through Thursdays. In addition, our intermediate ELL students in grades 3 -5 will participate in a Title III after school mandated program. The after school program will be scheduled from 3:30 to 5:30 pm Tuesdays and Fridays from 2:30 to 4:30 pm. Both programs will run from January 2013 to April 2013 approximately 14 weeks. There will be one certified ESL teacher and one common branch content area teacher; instruction will be delivered in both languages.

The morning group will receive one and a half hours of English Language Arts weekly. The after school group will receive four hours of English Language Arts weekly. The following materials will be purchased: Treasures - a reading/ language arts program with on-line supports; this material is aligned to the Common Core Learning Standards. In addition, 8 iPads will be purchased to provide students with access to technology through McGraw-Hill web based activities as a component of the Treasure Chest program. Journals will be used for extended responses in English Language Arts.

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:

To improve teacher effectiveness we have conducted a survey to identify instructional areas where teachers need support which will enhance instructional excellence and improve student achievement. Furthermore, we have formed a partnership with NYS/NYC Regional Bilingual/ESL-Resource Network of Fordham University to conduct workshops to enhance classroom practices which target our ELL students. All classroom teachers will be invited to attend these professional development sessions to offer equal access to learning for our ELL students.

Through the lens of AMAO targets the administration will work with NYCRB consultant Eva Garcia to continually train classroom teachers of grades 3-5 in preparation of the NYS ELA exam in spring of 2013. All classroom teachers were introduced to the Chancellor's initiative that will require students to complete at least two units of study in ELA. In addition, our Children's First Network specialist, Lorraine Estrada will provide on-going support throughout the school year. These sessions will run from September 2012 to June 2013 initially on a monthly basis then every two weeks as the school year progresses. We will

Part C: Professional Development

cover such topics as:

- * Identifying and Defining Annual Measurable Achievement Objectives (AMAO) & how do we make yearly progress.
- * What is NYSELAT?
- * Preparing and Building Background for content in preparing ELLs for class participation
- * Writing language objectives in the mainstream class for ELL students
- * Best Practices and Strategies to support language acquisition
- * The Danielson Framework & the English Language Learner
- * How can/should ELL data drive classroom instruction?
- * Differentiating and Planning

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:

C.S. 67 will continue to build upon the work being done in school and provide parents with basic content knowledge of literacy to support their child's academic achievement. We will host parent meeting monthly from November 2012 to June 2013. The topics below are a sample of what will be covered:

1. Connecting to ARIS - What does this means to you?
2. Understanding the NYSELAT
3. Understanding the Common Core Learning Standards and what it means for your child.
4. Understanding the IEP
5. Understanding the NY State Assessments

Workshops will be presented by our Math Coach, Mr. Litt; ESL Teacher, Ms. Naraine; and the Parent Coordinantor, Mrs. Fontanez. The Parent Coordinator and the school will inform parents of monthly meetings by backpacking letters to parents in English and Spanish. Additionally, invitations will be sent home inviting parents to all special funtions; i.e. Holiday Assemblies, Cultural Assemblies and Award

Part D: Parental Engagement Activities

Assembly Programs.

Part E: Budget

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

Allocation Amount: \$11896

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 		
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	\$11,895.14	