



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: LOLA RODRIQUEZ DE TIO ACADEMY OF FUTURE TECHNOLOGIES

DBN 07X162

PRINCIPAL: MARYANN MANZOLILLO

EMAIL: MMANZOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Maryann Manzolillo	*Principal or Designee	
Sonia Edwards	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Jennie Morales	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	
Irene Castro	Member/Teacher	
Sarada Murchison	Member/Assistant Principal	
Gregory Papadopoulos	Member/Assistant Principal	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

IS 162 SCEP

Tenet 2

Major Recommendation:

The Principal and administrative team have not provided professional development (PD) that is aligned with school goals to improve teacher competencies (JIT, 2010, p.8)

SOP:

2.3 Systems and structure for school development

Annual Goal:

By June 2013, all teachers will have improve their discussion and questioning techniques as measured by four to six informal observations per teacher using the Danielson model as a rubric by providing immediate verbal or written feedback.

Instructional strategies/activities:

From January 2013-June 2013, teachers will engage in faculty conferences, team planning, and subject level planning which will include professional development on the Danielson competency of using questioning and discussion effectively in each lesson. Teachers will complete self-assessments three times per year using the Danielson rubric during informal observations to identify their specific goals for improvement of instruction as conducted by administration. Teachers will conduct inter-visitations with each other to identify specific practices to improve instruction using the Danielson rubric. Professional development sessions and inter-visitations will be programmed according to the data collected while incorporating key personnel such as school leaders, United Federation of Teachers (UFT) Center teacher, Network 406 Instructional Specialist, Fordham University consultant, and American Reading Company (ARC) consultant. Teachers engage in an afterschool book club to improve their discussion and questioning techniques.

Budget and Resource Alignment:

- Indicate your school's Title I status: X School Wide Program (SWP) X Targeted Assistance Program (TAP) X Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
X Tax Levy Title IA Title IIA Title III Set Aside Grants X Other-describe here: _____
 Priority/Focus Allocation

Service and Program Coordination:

Priority and Focus money is used to fund teacher reading materials for the book club to improve teachers discussion and questioning techniques.

A literacy coach is funded who is also the UFT Teacher Center teacher, works in classrooms alongside teachers modeling and developing their lessons and units of study focused on questioning and discussion.

An instructional assistant principal (AP) works with teachers to develop their lesson plans to improve the level of questioning and discussion in the classroom.

The UFT Teacher Center teacher, two AP's, and the Principal work with teachers to develop lessons, units and performance based tasks to improve discussion and questioning techniques in the classroom.

Priority and Focus money is used to fund a consultant from the American Reading Company to work in the classroom modeling for teachers, conferencing with readers, assessing student skills, as well as designing and implementing lessons (30 days per year) centered on improving the discussion and questioning techniques used by teachers. The consultant also provides professional development sessions for ELA and content area teachers which includes questioning and discussion techniques based upon data collected by school leaders.

Priority and Focus money is used to fund a consultant from Fordham University for 25 days to work in classrooms with the math teachers to align their lessons with the common core learning standards and the citywide instructional expectations with emphasis on improving questioning and discussion techniques based upon data collected by school leaders.

Fair Student Funding (FSF) Inquiry money is funding teacher per session will be used for monthly School-wide inquiry team workshops to review and align the teacher designed units for the Common Core Learning Standards (CCLS) to improve questioning and discussion techniques based upon data collected by school leaders.

FSF Tax Levy money is used to fund teacher per diem for coverages for training and inter-visitations of classes to improve questioning and discussion techniques based upon data collected by school leaders.

Tenet 3

Major Recommendation:

A coherent, written curriculum for English Language Arts (ELA) should be crafted and implemented based on CCLS standards, performance indicators and core competencies (JIT, 2010, p.3)

SOP:

3.2 Enacted curriculum

Annual Goal:

*By June 2013, as we continue the work started last year, each teacher team in English Language Arts, Science, Social Studies and Mathematics will revise and develop **two additional common core aligned units of study**. The two additional units designed by the teachers as well as their daily lesson plans, will show increased teacher incorporate of the CCLS and awareness of student growth and progress. The units will include student investigations, use of skills from the Common Core, and an assessment section which is rigorous and uses the Depth of Knowledge (DOK) levels.*

Instructional strategies/activities:

All teachers will meet in inquiry teams weekly in the core subject areas of English, Science, Math and Social Studies as provided for in the master schedule. Network personnel will work with the teacher teams as needed to help develop the performance based tasks. School leaders, UFT center teacher, and consultants will assist with the development of two additional common core aligned units of study with each teacher team. Teachers will co-plan units of study. School leaders supervise and oversee teacher teams to ensure the design of lessons as needed by identified subgroups. The UFT Teacher Center teacher will facilitate the development of protocols for inquiry team meetings to ensure the revision and development of the of two additional common core aligned units of study with each teacher team. Afterschool inquiry team meetings will be held to incorporate CCLS and awareness of each student's growth and progress. Teachers engage in an afterschool book club to enhance their use of assessments and the Depth of Knowledge (DOK) levels in each unit of study.

Budget and Resource Alignment:

- Indicate your school's Title I status: X 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.
X Tax Levy Title IA Title IIA Title III Set Aside Grants Other: Inquiry Funds Priority/Focus Allocation

Service and Program Coordination:

Priority and Focus money will fund teacher reading materials for the book studies addressing the area of using assessment in instruction.

A literacy coach who is also the UFT Teacher Center teacher, works in classrooms alongside teachers modeling and developing their lessons and units of study to revise and develop the implementation of the common core aligned units of study in the classroom.

An instructional AP works with teachers to revise and develop the implementation of the common core aligned units of study in the classroom.

The UFT center teacher, two AP's, and the Principal all work with teachers to revise and develop the implementation of the common core aligned units of study in the classroom .

Priority and Focus money is used to fund a consultant from the American Reading Company to work in classroom modeling for teachers, conferencing with readers, assessing student skills, designing and implementing lessons (30 days per year). The consultant also provides professional development sessions for ELA and content area teachers to revise and develop the implementation of the common core aligned units of study.

Priority and Focus money is used to fund a consultant from Fordham University for 25 days to work in classrooms with the math teachers to align their lessons with the common core learning standards and the citywide instructional expectations as well as revise and develop the implementation of the common core aligned units of study.

Priority and Focus FundsTeacher per session for an afterschool program for students (47 sessions of two hours each for 7-8 teachers including Monday, Tuesday, Wednesday Thursday and selected Saturdays) to address identified student needs in ELA, math, science and social studies, including test preparation and specific remediation needs.

Priority and Focus Funds Supervisor per session for 105 hours to supervise and support the instruction in the afterschool remediation program.

FSF Inquiry money is used to fund teacher per session will be used for monthly School-wide inquiry team workshops to revise and develop the implementation of the common core aligned units of study.

FSF Tax Levy money is used to fund teacher per diem for coverages for training and inter-visitations of classes to revise and develop the implementation of the common core aligned units of study in the classroom.

Tenet 4**Major Recommendation:**

Improve teacher use of assessments and rubrics in order to identify the instructional and resource needs of student subgroups. (QR, 2012, p.5).

SOP:

4.2 Instructional Practices and strategies

Annual Goal:

By June 2013, as measured by the students who meet proficiency on the state exam as well as using formative and summative assessments, teachers will disaggregate data and conduct a gap analysis to identify areas of strength and weakness to inform instruction in English Language Arts and Mathematics during team planning and afterschool. Student responses on the New York State exams in ELA and Mathematics will show increased ability to use evidence in the extended response questions thus correlating with an increase in student scores with a focus on subgroups such as Students with Disabilities (SWD) and English Language Learners (ELL). From January 2013-June 2013, teachers will engage in faculty conferences, inquiry meetings, and subject level planning which will include professional development sessions during and afterschool in disaggregate data and conduct a gap analysis to identify areas of strength and weakness to inform instruction in English Language Arts and Mathematics. Professional development sessions during and afterschool and inter-visitations will be created according to the data collected while incorporating key personnel such as school leaders, UFT Teacher Center teacher, Network 406 Instructional Specialist, Fordham University consultant, and American Reading Company consultant.

Instructional strategies/activities:

By June 2013, teachers will have administered two performance based assessment questions in ELA and Mathematics to all of their students requiring a written response and explanation targeting SWD and ELLs. The students' ELA and Math portfolios will show evidence of two performance based assessments in ELA and Mathematics which uses appropriate academic vocabulary to explain the content. From January 2013-June 2013, teachers will engage in faculty conferences, team planning, and subject level planning which will include professional development focusing on the development of these Performance Based Tasks. During weekly inquiry teams, teachers will focus on disaggregating data from formative and summative assessments such as Acuity and performance based tasks. During and afterschool teachers will conduct a gap analysis to identify areas of strength and weakness to inform instruction in ELA and Mathematics. School leaders and UFT Teacher Center teacher will oversee and assist with the development of the performance based tasks during the school day and afterschool.

Budget and Resource Alignment:

- Indicate your school's Title I status: X 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.
X Tax Levy Title IA Title IIA Title III Set Aside Grants Other: Inquiry funds
 Priority/Focus Allocation

Service and Program Coordination:

Priority and focus money will be used to fund teacher reading materials for inquiry team meetings will be purchased addressing the area of using assessment in instruction.

Teacher per session will be used for monthly School-wide inquiry team workshops to review and align the teacher designed units for the CCLS and the development of performance based tasks.

The UFT allocation will be used to fund a literacy coach, who is also the UFT Teacher Center teacher, who will assist teachers in PD of assessment in instruction.

Instructional APs will work with teachers to develop and incorporate performance based tasks in their lesson plans.

During the school day, consultants from the American Reading Company (ELA: 30 days per year) and Fordham University (Math: 25 days per year) is funded to work with teachers in designing performance based tasks.

Priority and Focus Funds Teacher per session for an afterschool program for students (47 sessions of two hours each for 7-8 teachers including Monday, Tuesday, Wednesday Thursday and selected Saturdays) to address identified student needs in ELA, math, science and social studies, including test preparation and specific remediation needs while incorporating performance based tasks in classroom instruction.

FSF Tax Levy money will be used to fund teacher per diem for coverages for training and inter-visitations of classes to develop and revise PBT.

Tenet 5

Major Recommendation:

The Principal should engage the safety team in planning, implementation of activities and policies to foster a safe, efficient, and effective learning environment. (JIT, 2010, p.5)

SOP:

5.4 Safety

Annual Goal:

By June 2013, the Pupil Personnel Team (PPT) will assist, through conflict resolution, the number classification and frequency of incidents reported in Online Occurrence Reporting System (OORS) being reduced by 10% through the implementation of a school safety action plan.

Instructional strategies/activities:

The Pupil Personnel Team in conjunction with school leaders will work to reduce the number of student referrals for behavioral intervention by the use of one on one crisis intervention during the advisory period. The PPT will work together with the school safety committee to disaggregate data in OORS, identify specific infractions that needs to be reduced, provide conflict resolution, and develop specific positive behavior activities for students including basketball, step, track, and leadership.

Budget and Resource Alignment:

- Indicate your school's Title I status: X 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.

X Tax Levy Title IA Title IIA Title III Set Aside Grant s Other-describe here: _____

Service and Program Coordination:

CHAMPS funds will be used for teacher per-session for the basketball, step and track program for part of the year; three seasons of 48 hours per-session each season for team meetings twice per week during the season.

Violence Prevention Grant funds will be used for teacher per session for afterschool games / chess club twice per week with a Leadership program coach in addition to fourteen weeks of in class lessons with a teacher trainer from the leadership program in all four sixth grade classes.

FSF Tax Levy funds will be used for teacher per session for afterschool teams, and clubs which are partially funded through CHAMPS, and Road Runners. FSF Tax Levy funds will be used for teacher per session for afterschool service club and afterschool leadership program which are partially funded through the Violence Prevention Grant.

--

Tenet 6

Major Recommendation:

The Principal and administrative team have not formed and implemented a School Leadership Team (SLT) according to Chancellor's mandate. (JIT, 2010, p.8)

SOP:

6.4 Partnerships and responsibility

Annual Goal:

By June 2013 stakeholders of the 2013-2014 SLT will be knowledgeable about the roles and responsibilities of an SLT..

Instructional strategies/activities:

School leaders and other stakeholders will receive PD from the network consultant for School Leadership Team training as well as the District Leadership Team (DLT) for assistance. The parent coordinator will facilitate two parental workshops on the role of the SLT with network support.

Budget and Resource 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 IA Title IIA Title III Set Aside Grant
 s Other-describe here: _

Service and Program Coordination:

FSF Tax Levy funds will be used for teacher per session for afterschool to be trained in SLT. Set aside funds will be used for refreshments at workshops and flyers.

Priority and Focus funds would be used Professional development programs for students and parents with the Bronx Opera and The Parent Institute.

Priority and Focus supply funds would be used for *purchasing paper, pencils, pens, and toner* to support professional development and parent outreach.

Revised: February 14, 2013

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		
	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	Repeated reading, close reading of text Interactive writing, Identifying evidence in text Wilson reading program by reading specialist <i>Kaplan Test Companion-targeted practice</i>	small group	During school day - pull out and push in programs Afterschool two days per week
Mathematics	Skills practice Identification of operation needed to solve word problems <i>Kaplan Test Companion-targeted practice</i>	Small group One to one	During the school day-pull out and push in Lunch time one to one tutoring Afterschool two days per week
Science	Student project assistance For exit projects including planning and execution	Small group	Afterschool two days per week
Social Studies	Rereading of social studies content in similar text form using lower reading level	Small group	Afterschool two days per week

	texts Student exit project assistance grade 8		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling Incident prevention by Dean and social worker	Individual Small group	During the school day Afterschool leadership program for violence prevention

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 staff of I. S. 162 has remained stable for the last several years and we have actually had to release several teachers to the excess teacher pool due to downsizing. Teachers who we hire have been secured through the Office of Teacher Recruitment and Hiring and in most cases they have been highly qualified. In some cases as we have downsized teachers have been placed in areas which are within their license through the HOUSE system, this includes several common Branch teachers who have been teaching mathematics and social studies for several years. Fordham University has been contracted to provide professional development for our Mathematics teachers and a consultant comes in three times a month to work side by side in planning and delivery of instruction. In addition our mathematics teachers have attended the Lucy West professional development sessions at Teachers College and turn-keyed the information during our weekly mathematics meetings. Professional development for our social studies department has been provided through the learning history grant by the NYC Historical Society and many of our teachers have attended. The American Reading Company has provided ongoing training and classroom modeling for our English Language Arts teachers as part of the implementation of the 100 Book Challenge. The ARC consultant has also provided an overview of the independent reading process and implementation for the teachers of homerooms and other core subject areas.

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

The Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
 - Encourage parents to attend district and regional parent meetings
 - Send home notices and letters informing parents of events and meetings

- Make phone and email outreach to parents for meetings and events
2. The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - Hold monthly meetings with the PTA Executive Board
 - Attend PTA meetings when invited
 - Hold parent orientation for new and returning students each September
 3. The **Lola Rodrigez de Tio Academy of Future Technologies I.S. 162 Bronx** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Learning Leaders, JCCA Programs.
 4. The **Lola Rodrigez de Tio Academy of Future Technologies I.S. 162 Bronx** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Conduct a survey of parent needs and responses in September
 - Distribute and collect the evaluation form at the Parent Orientation meetings
 - Review and discuss the information gathered with the PTA, school leadership team and teachers and staff
 - Respond to the issues identified in the survey as possible.
 5. The **Lola Rodrigez de Tio Academy of Future Technologies I.S. 162 Bronx** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards; including the Common Core Learning Standards
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.

Conducting parent workshops in academic skills, homework assistance, parenting skills, modifications and changes in the testing program, high school admissions process, and other topics identified by the parents and staff as being needed.

- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement such as literacy training, and using technology. Additional parental involvement includes: providing workshops in technology, academies in Literacy and Mathematics in both English and Spanish, and use of a dual language lending library for parents to use in reinforcing students’ reading skills at home. Parental assistance reflects reasonable and necessary expenses associated with parental involvement activities. This includes transportation and child care costs to enable parents to participate in school-related meetings and training sessions. To maximize parental involvement and participation in their children’s education, school meetings are arranged at a variety of times. In-home conferences are conducted between teachers or other educators with parents who are unable to attend those conferences at school.
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners. The full time Parent Coordinator will implement and coordinate parent programs and build ties between parents and schools and encourage contributions of parents.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities is sent to the parents of Title I participating children in an understandable and uniform format (including alternative formats upon request and to the extent practicable, in a language the parents can understand).

Provide all parents with notices of meetings, events and school related functions in their native language as much as possible through the use of a school based translator and or the regional citywide translation department.

I.S 162 the Lola Rodriguez de Tio Academy, 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.

This compact will be in effect during the 2012-2013 school year.

I. School Responsibilities

School Responsibilities

The Lola Rodriguez de Tio School of Future Technologies I.S. 162 Bronx will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state’s student academic achievement standards as follows:**

- High quality instruction will be provided for all students and additional academic interventions will be provided by push in and pull out programs, after school and weekend academies.
- hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - November and February of the school year
 - September Orientation for new and returning students
- provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Interim reports to parents will be sent out in October, December, March and May to alert them to any potential problems.
 - Parents of students identified as PID (promotion in doubt) will receive letters in February.
 - ATS Report cards will be sent November, February, April and June
- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff on each grade level team will be available during team planning meetings to meet as a team with the parents and students each week.
- provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - *Learning Leaders* will provide training for parent volunteers in the beginning of the year to prepare them for volunteer jobs in the school.
 - Parental Read aloud library will be provided for lending in both English and Spanish in the fourth floor library.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- *volunteering in my child's school and classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities and PTA meetings on a regular basis;*
- *insuring that my child wears the school dress code of black and white on a daily basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day; as per the "100 Book Challenge" signing the daily report*
- *providing my child with a library card;*

- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *expressing high expectations and offering praise and encouragement for achievement;*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *come to school dressed in the school dress code of black and white on a daily basis*
- *listen and follow directions;*
- *respect our parents, teachers and classmates;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time; (As per 100 Book Challenge)*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, (such as in the morning or evening), so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend this meeting.

- provide information to parents of participating students in understandable and uniform formats, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the state assessment in at least English Language Arts and Mathematics.
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710).

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 Groll/Sandra Litrico	District 07	Borough Bronx	School Number 162
School Name Lola Rodriguez De Tio			

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

Principal Maryann Manzollilo	Assistant Principal Greg Papadopoulos
Coach Irene Castro	Coach type here
Teacher/Subject Area Piedad Romero Torres/NLA	Guidance Counselor Lilian Torres
Teacher/Subject Area Luz Genao/Math	Parent Jenny Morales
Teacher/Subject Area Rachel Borst/ESL	Parent Coordinator Migdalia Gonzalez
Related Service Provider Sandra Marks /Bil SETTS	Other Lili Natale
Network Leader Sandra Litrico	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	588	Total Number of ELLs	129	ELLs as Share of Total Student Population (%)	21.94%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

1. When a new student arrives at 162, the child's record is assessed by accessing the biographical data from the ATS system. If a student was previously enrolled in a NYC public school and is an ELL, the information including prior class placement and BESIS status is reviewed. The school then matches the placement based on parent choice. The child does not get tested using the LAB-R. However, if a student is new to the NYC public school system (code 58) an intake process occurs where the Home Language Survey is administered to the parent by a teacher. In addition, an informal oral interview is rendered by a licensed pedagogue where the home language is determined and assessed using the appropriate OTELE code. If the home language is a language other than English, then the student is tested using the LAB-R for identification purposes. The LAB-R is often administered during the first meeting or within the first 10 days of admission by one of the bilingual team teachers. Once the test is completed, it is hand scored at the school level and proficiency is determined using cut scores that were identified in the assessment memo specific for the school year. If the child passes the LAB-R, the child is programmed as a general education student. Also, if a child whose home language is Spanish (SP) fails the LAB-R, the Spanish LAB-R is administered to determine proficiency in the native language. The information gathered is entered into the ATS system using the new screen for ELL's (ELPC).

All schools are required to provide services to ELL students in accordance with the Language Allocation Policy Guidelines. In particular, schools must provide Transitional Bilingual Education, Dual Language and English as a Second Language (ESL) services as per parental choice, and must provide all levels of ESL at a minimum. New York State Commissioner's Regulation -Part 154, as amended by the NYC ASPIRA Consent Decree, requires that schools form bilingual classes in grades K-8, when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12, when there are 20 or more ELLs of the same language in any single grade.

Where appropriate and feasible, Office of Student Enrollment staff will make efforts to match students with schools that have bilingual programs should parents request such programs. If a family requests a bilingual program in a language your school does not offer, please admit the student, program ESL and contact the Office of ELLs at ELLProgramTransfers@schools.nyc.gov to alert them about the request. Staff from the Office of ELLs will work with the Office of Student Enrollment to determine whether a suitable bilingual program is available. Staff may also provide referrals to high schools that focus on serving ELLs, if the parent expresses interest in such a program.

Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect trends and patterns in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strength and weaknesses of each child. Additional scaffold with instruction then occurs which is coupled by ancillary instructional materials that addresses the needs of each student. In addition, the school utilizes the NYSESLAT results in grouping the students based on proficiency level.

Each year the students who are identified as ELL's using the RLAT and the LAt reports in ATS are administered the NYSESLAT exams over the course of several weeks. The speaking and listening parts are administered by the bilingual team teachers during small group or individual instruction. the reading and writing portions are given during class periods to students grouped by grade in the library and the Library teacher, Ms. Natale and testing coordinator Ms. Castro work together to make sure all of the eligible students are tested on all four parts.

2. During the identification process and within the 10 day rule upon registration at the school level, a Parent Orientation which

includes the showing of a video that outlines the three program models that the City currently employs. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL) - a follow up question and answer segment occurs with the facilitation of Migdalia Gonzalez, Parent Coordinator, Sandra Marks, Bilingual Teacher, Irene Castro, teacher and or Lili Natale teacher and Maryann Manzolillo, Principal who in turn is a certified licensed ESL pedagogue. Using a Parent Survey and Program Selection Form, the school asks the parent to rank the three programs accordingly, after which, the facilitator discloses the different program model that the school currently employs. If the school does not have the first program choice of the parent, the Parent Coordinator then reaches out to the Office of Student Enrollment for a possible transfer to a neighboring school or citywide placement that has the first program choice. In the interim, the child is programmed accordingly to the second and third choice if applicable. If a parent does not show for the orientation a temporary placement is made and the parent is informed of their child's temporary placement and the school would be identifying a timeline in following through with the request for transfer for the parent by contacting the office of student enrollment as needed. In summary, the school adheres to State and city mandates of informing parents of their child's eligibility in the LAB-R using the Entitlement Letter and or Non-Entitlement Letter. In addition, the school is consistent in being transparent and maintaining communication with parents using the Continuation Letter as a means of articulating their child's progress in a summative assessment like the NYSESLAT.

3. Appropriate letters to parents are strictly adhered to by the school. As such, Entitlement and Non-Entitlement letters, Continuation and Placement Letters are constantly utilized and distributed by the team at meetings (within the 10 day rule) during which parents are explained about the process and their rights. These meetings are facilitated by the Parent Coordinator and a licensed pedagogue. More specifically, the importance of acquiring the Program Selection Form and explaining the default program as per CR Part 154 is crucial for placement and programming purposes. If in case the letters were not timely returned by the parent, a phone call to home is employed with a follow-up letter to parents by Ms. Gonzalez, Parent Coordinator. Appropriate home visits are scheduled for parents who do not attend the meetings and an amicable parent session is rescheduled. Copies of the home language survey, the parental choice forms and the parent entitlement letters are placed in the student's cumulative folder. The original documents are kept in a file in the main office maintained by the pupil accounting secretaries and available for review and audit by the bilingual staff, testing coordinator and administration.

4. Once a student is identified to be eligible as an English Language Learner, the parent is shown the three program models that the city employs. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL) - a follow up question and answer segment occurs in the parent's native language (if possible) with the facilitation of Migdalia Gonzalez, Parent Coordinator, Sandra Marks, Bilingual Teacher or Irene Castro, bilingual teacher, Lili Natale, teacher and Maryann Manzolillo, Principal who in turn is a certified licensed ESL pedagogue. The school reaches out to the Translation Unit at the DOE if the language the parent speaks is not spoken by any staff member at the school. Extensive discourse in the parent's native language and in times with the assistance of the Translation Unit is utilized with regard to articulating the linguistic needs of their child and the scientific research base implications of their placement. As a follow up, the school utilizes the appropriate letters of entitlement, non-entitlement and or eligibility purposes.

5. After reviewing the Parent Surveys and Parent Selection Forms for the past few years, many parents have opted their children out of the Transitional Bilingual Education program, even when we at the school feel that the student needs the additional support of the transitional program. This was due in fact when New York State raised the bar of expectations for English Language Learners and changed the testing policy/rules from three years of not being tested in English to just one year, we have seen a reduction in the number of parents who wish their child to remain in a bilingual program. Parents tell us this is because the students are tested in English after only one year in an English Language School System. In summary, there is a trend of attrition in the enrollment under the TBE Program. For school year 2011-2012, there is a decrease in the TBE participation program model. We have 150 ELL students and only 27 chose to be in a Transitional Bilingual Education Program, which now is only one cross graded class for grade 7/8, as evidenced by the Parent Program Selection Form.

6. The program models offered at the IS 162 is aligned with parent requests. Since there is a historic change in parent choice as referenced in the trend and patterns identified earlier, IS 162 had to adjust the program offerings. The small number of parents who wish their children to remain in the transitional bilingual program has caused us to collapse our bilingual classes into only one class on ATS and to provide the students in this cross graded class with differentiated instruction for the two grades during the day. Four years ago we had more than one hundred students enrolled in our three bilingual classes, one on each grade. Now we have only 3 students in grade 6 whose parents are requesting placement in a bilingual class and do not want to transfer their child to a neighboring school which has a grade 6 bilingual class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	12	15					27
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained							9	15	30					54
Push-In							15	19	14					48
Total	0	0	0	0	0	0	24	46	59	0	0	0	0	129

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	28
SIFE	20	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	52

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	16	14	0	8	3	0	3	0	2	27
Dual Language										0
ESL	21	0	6	35	0	8	49	3	12	105

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	37	14	6	43	3	8	52	3	14	132
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	12	15					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	12	15	0	0	0	0	27						

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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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							21	31	38					90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2	1	3					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	3					6
TOTAL	0	0	0	0	0	0	24	34	44	0	0	0	0	102

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. We have one ATS class which is for bilingual students who speak Spanish. This class contains a total of 27 students in two grades, 7 and 8. During the instructional periods, classes are reconfigured into grade level groups for specific subjects, i.e. math, science and social studies. Two teachers are provided for the class when ever it is possible due to budget constraints.

2. During the ESL, ELA and Native Arts periods the classes are broken down by their proficiency levels as per their NYSESLAT scores and the number of years they have been served. The ELL's who have been served for more than 6 years or who have placed in the advanced section in their overall NYSESLAT scores are part of a group which works with a reading specialist/ english language arts teacher. The beginners and intermediate students work with the ESL teacher to allow them to have the required number of periods/minutes per week. All students receive Native Language Arts instruction according to the times required by the use of block programming for the teachers, ELA, ESL and Native Language Arts.

3. Mathematics is taught in Spanish by a bilingual mathematics teacher. Social studies and science are taught in English and the teachers also have the ability to provide assistance in Spanish, since they have dual certification as bilingual teachers. Materials of instruction are available in both English and Spanish in all three core subjects.

4. When a new student arrives at 162, the child's record is assessed by accessing the biographical data from the ATS system. If a student was previously enrolled in a NYC public school and is an ELL, the information including prior class placement and BESIS status is reviewed. The school then matches the placement based on parent choice. The child does not get tested using the LAB-R. However, if a student is new to the NYC public school system, an intake process occurs where the Home Language Survey is administered to the parent by a teacher. In addition, an informal oral interview is rendered by a licensed pedagogue where the home language is determined and assessed using the appropriate OTELE code. If the home language is a language other than English, then the student is tested using the LAB-R for identification purposes. The LAB-R is often administered during the first meeting or within the first 10 days of admission by one of the bilingual team teachers. Once the test is completed, it is hand scored at the school level and proficiency is determined using cut scores that were identified in the assessment memo specific for the school year. If the child passes the LAB-R, the child is programmed as a general education student. Also, if a child whose home language is Spanish (SP) fails the LAB-R, the Spanish LAB-R is administered to determine proficiency in the native language. Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect trends and patterns in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strength and weaknesses of each child. Additional scaffold with instruction then occurs which is coupled by ancillary instructional materials that addresses the needs of each student. In addition, the school utilizes the NYSESLAT results in grouping the students based on proficiency level.

5. SIFE students are provided with additional assistance from the ESL teacher and through other content periods through the use of computer assisted instruction which is individualized. In addition many of our Spanish speaking newcomers are given additional help

A. Programming and Scheduling Information

during the Advisory period when they meet with our bilingual SETTS teacher as part of an "at risk" group. All of the teachers in the bilingual team provide a warm and nurturing environment for the student to transition to reading and writing in English. Students who have been receiving services for more than four years often are part of our large ELL/ Special Education subgroup and often receive many services mandated by their IEP. We offer bilingual Speech , Guidance and SETTS in our school. Many of the Long term ELLs are part of our special education population which is exempt for all other testing (NYSAA). They receive instruction in English since we do not have a bilingual special education class, but because they are unable to pass the NYSESLAT exam and are often repeatedly listed as beginners they appear to make little or no progress.

5. In addition to providing the required mandates to all limited English proficient learners in NLA and in ESL, IS 162 is committed in providing supplementary support for all ELLs in ELA by employing a “push-in” model from reading specialists. Ancillary instructional programs such as Wilson or READ 180 depending on the student’s level of progress or needs are utilized. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the TBE mathematics classes which address the needs of the level 1 low performing students. In addition many of our ELLs take advantage of the SES (Supplementary Education Services) after school programs which are offered by NESI and IEP.

6. In order to help our ELL's -SWD students achieve at grade level they are provided with materials which scaffold their instruction in all core curriculum areas including mathematics, science and social studies. We have purchased materials which cover the grade level areas but which are offered at differentiated reading levels so that our weaker readers can maintain their curriculum instruction and be able to read appropriate leveled materials. Our independent reading program, 100 Book Challenge , allows all students to work at their independent reading level during the school day and our thematic reading units in science and social studies provide parallel instructional materials in four distinct reading levels on specific topics.

7. Our ELL's-SWD are part of our self-contained SWD classes and as such are mainstreamed for non academic subjects. We have no bilingual TBE SWD classes, so all ELL-SWD students are provided with ESL services as per their IEP.

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

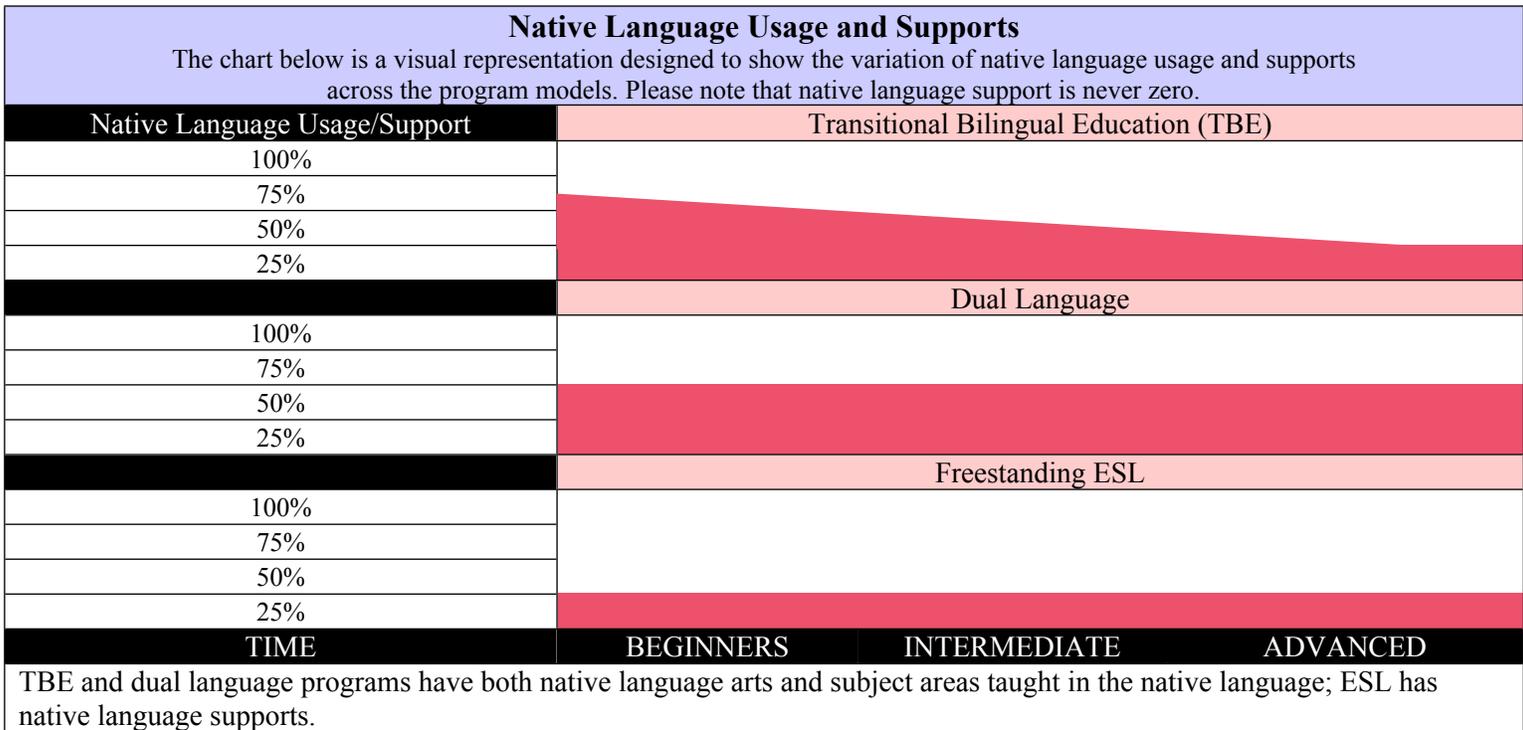
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:				
Math:	Spanish			
Science:				

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

8. In addition to providing the required mandates to all limited English proficient learners in NLA and in ESL, IS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model from reading specialists. Ancillary instructional programs such as Wilson or READ 180 depending on the student's level of progress or needs are utilized. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the TBE mathematics classes which address the needs of the level 1 low performing students. In addition many of our ELLs take advantage of the SES (Supplementary Education Services) after school programs which are offered by NESI and IEP.

9. Since 21.94% of our school population is comprised of English Language Learners, it has become part of our school's mission to address not only this subgroup but the entirety of the school which is comprised of former ELLs and speakers of other languages. As such, one of our main school initiative is to improve and develop literacy instruction specifically in writing across the different content areas. All teachers not just those working in the bilingual classes are active participants in a sustained professional development in scaffolding instruction and its implications to teaching and learning in all classrooms. As a result, students who have achieved proficiency on the NYSESLAT are provided ongoing support in their mainstream classrooms as part of their transition. In addition, extended student accommodations such as extra time to complete assignments and tests; use of glossaries and native language support is consistent and coherent in mainstream classrooms. This year, the entire school is using the "Writing Aviator" program from America's Choice as part of our DINI Grant. This program, works with students to structure their writing and improve their skills using a literature based approach.

10. Programs which are new for this year as part of our plan of professional development which includes a consultant from NYU who is working on using the PAM (performance assessment in Mathematics model as part of all of our math instruction periods. We support professional development for all ELA, Social Studies and Science teachers using the National Geographic Thematic Learning Units in science and social studies as part of our reading instructional program and the American Reading Company 100 Book Challenge as our independent reading program. Professional development from ARC includes onsite, in-classroom coaching for all ELA teachers.

11. In previous years we have always had a large enough ELL population to sustain a class on each grade level with a register of at least 18-25 students. This year with the reduction in our overall school register we just barely have enough students to form one TBE class with grades 7 and 8. We offered our incoming grade six students who requested TBE, placement in another local school since the nearby school was in danger of having to close down its grade six bilingual class due to low enrollment.

12. ELLs are afforded equal opportunity to participate in any and all afterschool activities, including clubs, sports teams and remediation and enrichment programs. The Title III afterschool program targets the needs of the ELLs specifically but they are not limited to attending it. Our Title III program is a freestanding afterschool program which meets three days a week and is staffed by a certified teacher and concentrates on language acquisition skills while developing the reading and writing skills of our ELL's through playwriting and acting. In addition the SES providers which are housed at 162 have made a strong commitment to work with our ELLs including hiring bilingual instructors.

13. We have purchased instructional materials and libraries to support our ELLs, including the Core Curriculum in mathematics, social studies and science in all grades in Spanish. The "Milestones" reading program is in use in our bilingual ELA classrooms for English Language instruction. For support of our ELLs in science, we have purchased the "Gateway" program which supports the development of

scientific vocabulary and language in our bilingual science classrooms. Students are trained to use translation dictionaries during the school year so they can be used during testing. Non fiction reading materials in both English and Spanish are part of the libraries for our ELL students. To teach Native Language Arts our very experienced teacher uses the text "Lenguaje y comunicacion" for our spanish speaking students. we have purchased French dictionaries and student workbooks for our newly arrived French students who are in all three grades, 6 (1),7(1), and 8(3).

14. Native Language Arts instruction is delivered by a certified Bilingual Spanish teacher to all the classes in our transitional bilingual program, in accordance to the mandated program units and timing. the students received the mandated NLA periods each week and are using the text, "Lenguaje y comunicacion" . In additon all TBE classes have bilingual dictionaries and leveled libraries in English and Spanish as part of the 100 Book Challenge independent reading program.

15. All materials, and curriculum used with the ELL's are the same or translated materials and curriculum used by the other classes in I.S. 162X. ELL students have the opportunity to take the same classes as all of the other students , programming for ESL and subject areas permitting. they are programmed for Art, music and computer technolgy as often as there spevcialized program permits.

16. With regard to the needs of newcomers to the school who may be linguistically challenged, we utilize the services of language translators during scheduled School Orientation for new students to address both written and oral needs of ELL students. In addition, we offer an ongoing school tour for newly enrolled ELLs prior to the in-coming school year which also facilitates the introduction of school rules and regulations as well as various school extra curricular activities using translation services in Spanish as well as with other languages.

17. Spanish is the only language offered to ELLs in our school.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. All of the teachers at 162 work with a population which includes ELLs - so all teachers are provided with professional development to support the teaching of ELL's. This year we will provide professional development in the ARC program: 100 Book Challenge for all independent reading. The staff developer for the ARC program visits every two weeks and spends two days Monday and Tuesday in classrooms supporting the teachers including the bilingual team. Both "Writing Aviator," "Literacy Navigator," staff development will continue for all classes. A consultant for mathematics from NYU will provide in class modeling for all classes including our bilingual math class each week. A teacher study group has been founded using the RTI model and exploring the book, "RTI success, Proven Tool and strategies for schools and classrooms". RTI strategies will then be used in all classrooms including those of the ELL's. weekly planning meetings and staff development are provided in the main content areas during the content area meetings. these meetings are facilitated by the outside consultants from the above named programs, our on site UFT Teacher Center Teacher, the Principal and Assistant Principal.

2. We have three staff members who work with our students to transition them into the middle school experience or on the high school. Two of those guidance personnel are bilingual. In addition, every day we have a entire school advisory program which allows all students including ELL's to work on transitioning activities. Our grade eight guidance counselor works with the parent coordinator to hold high school meetings for every grade 8 class prior to the submission of the high school applications in December. these meetings are held in the library during the day and parents are invited to attend. We also held an evening meeting which was facilitated by staff from the office of student enrollment to teach parents about the high school choice process.

3. The mathematics and ELA training described above satisfies the requirements of Jose P since all of the programs listed ARC 100 Book Challenge, Writing Aviator, Literacy Navigator, Impact Mathematics, Glencoe Social Studies and Science programs have a specific teaching program methodology for the teaching of ELL's. Agendas and sign in sheets are kept for all of the grade specific content area training meetings and staff development provided.

E. Parental Involvement

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

1. The majority of our office staff; two secretaries, one family worker and our parent coordinator are bilingual in Spanish. They provide a welcoming atmosphere for our bilingual parents. Our PTA Executive Board consists of several Spanish speakers and translation at all meeting is provided by the PTA or school staff. All outreach to the community including flyers and meeting notices are provided in English and Spanish. Parental workshops are planned for: Navigating the High School Admission Process and Understanding the Common Core.

2. The parent coordinator and the PTA president work with outside agencies to provide services to all of our students including our ELL's. the Principal and parent coordinator have made outreach with the Mott Haven Community Council to provide services to parents in the school including those of the ELL's. We have worked with the SOBRO program to provide parent workshops and provide resources for our parents and students.

3. In the beginning of the school year at the orientation for new students and at the ELL parent meeting a survey is distributed by the parent coordinator and collected by her to determine the needs of our parents. The survey includes questions about needed services and workshops they would be interested in attending as well as contact information for them.

4. Parental activities are designed to include parent's needs and their expressed preferences. Student performances and special events including teas and class celebrations are well attended. Unfortunately parent involvement including attendance at PTA meetings and other adult events is a continuing problem for the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	7	7					20
Intermediate(I)							7	9	22					38
Advanced (A)							15	18	11					44
Total	0	0	0	0	0	0	28	34	40	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	2				
	I							3	4	5				
	A							12	19	24				
	P							8	4	16				
READING/ WRITING	B							2	5	12				
	I							6	7	23				
	A							14	13	9				
	P							1	3	4				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	12	0	0	21
7	10	16	1	0	27
8	12	20	20		52
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		10		6				22
7	6		18		4				28
8	11	6	13	13	10	2	1	1	57

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
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)	2	4	11	4					

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
Chinese Reading Test								

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

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

1. As a middle school, our school begins in grade six and as such we use; running records, the Slossen and Orbit Wrap to assess incoming students including out ELL's. Last year as part of the "Literacy Navigator" program we added the assesment tools from the Americia's Chioce website to properly place all of our students. This year as part of our independent reading program ARC, all students are being leveled using their IRLA (Independent Reading Level Assessment framework), this will become their independent reading program level. Teachers of content area subjects can then use this data when planning for instruction and to scaffold the readings in the content areas. The ELL's and students in the bilingual class are also assessed using the same tools, but in their native language. Since most of the students in the bilingula class are beginners or intermediates the class only recives English Language instruction for periods when they are seperated by proficiency level.

2. Review of individual student's NYSESLAT scores from one year to the next show that many of our students have made adequete progress up to a point and then they stop in the Intermediate or Advanced stage and do not achieve Proficiency. Review of indiviual results are used to determine why are students seem to be stalling at specific points in their progress. Hopefully the program format begun last year and the replacement of the ESL teacher will continue tohave a postive effect on student progress this year. The review of the data since last year has shown that the new team working with the students, including the reading specialist seems to be showing some improvement. Also our ESL teacher will now have one year of experience and this should improve her results. Incoming students are tested using the LAB-R, and the data collected shows that many of our students coming from Africa speak and understand little or no English when they first come here, they have been taught in French or one of their native languages. spanish speakers when they first come often test very low on the Spanish LAB-R since many of them have not attended school consistently.

3. We continue to increase the amount of instructional time which is provided for direct reading and writing instruction as a result of the results of the NYSESLAT ofr the students in our bilingula class. We have assigned additional personnel including a reading specialist to the TBE program in the hope that this will address the needs of the students more completely and more time is being provided for remedial work targeted to the students instructional needs, since the class size is now reduced to 12 to 15 students per grade during literacy instruction. ELL's who are in our monolingual classes have been identified and are receiving ESL as mandated. In addition during reading periods they are supported in the classroom by a push in teacher as often as possible to support their increased literacy aquisition needs and help them increase their reading and writing skills in prepartion for the NYSESLAT. the push in teacher is sometimes an ESL certified teacher or a reading specialist depending on the proficiency level of the majority of the students in the class.

4. Students in our transitional bilingual program are offered the exams in both English and Spanish (math and science) when available. The majority of the students take the exams in the English Language booklet. The only place you see a number of students using the Spanish translation is in Math, students appear to do equally in both langauges in mathematics. When they do not have the Spanish support the

scores are lower as in Social Studies and Science, both of these subjects are taught in English with ESL support in the TBE program. This trend is also evident in the ELE exam which is taken by the Bilingual classes only. These students score for the most part in the second and third quartile, although several have done very well in previous years. Recently the number of students coming in with strong skills in their native language has declined and along with their numbers the scores have likewise declined. The periodic assessments are given in both ELA and Mathematics. The results are used by teachers in mathematics and ELA to design and produce individualized remediation which is used for small group instruction. All of the teachers and the administrative team monitor the use of the remediation materials and practice available on the web. Supervisory observations focus on individualized instruction and differentiated learning. Teachers are expected to form groups and create instructional activities using the predictive and periodic results. The periodic assessments have shown very little correlation to the results of the standardized exams given in the spring. The students do not seem to attend to the exams as if they count and do not work hard to complete the exams. We have begun to give specific performance based assessments in ELA and Mathematics three times per year including a translated version in mathematics and the Native Language (Spanish) to our TBE students. It is hoped that the results of these performance based assessments from the CCLS (Common Core) bundles will provide the teachers with more instructional information than the present online exams.

5. N/A

6. We have been working for the past several years to determine how to best serve our ELL population while adhering to the mandated guidelines of the city and state. The lack of enrollment of ELL's who desire placement in our TBE classes has caused the enrollment to drop to the point that we can no longer offer classes on each grade level. Our one cross graded class is difficult to program and since enrollment per grade is low and we do not have any additional extra rooms to use due to downsizing, we are unable to separate each grade during instruction in math, social studies and science which causes issues with the delivery of grade level material. Our ESL program is only as strong as our teachers and one of them is an inexperienced second year teacher who is still struggling with classroom management and lesson planning. We are continually working to support our students and teacher to provide the best education for our ELL's. Our NYSESLAT scores do not show improvement past the intermediate level. Many students remain "stuck" in the beginner and intermediate level for reading and writing through five or more years of service. In addition our ELL's are not making their AYP in ELA and we need to make sure their needs are being met. The placement of a reading specialist as part of the delivery of instruction for many of our long term ELL's (six or more years) should help improve their performance.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	ESL Teacher		1/1/01
	Parent		1/1/01
	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 7

Requirement under Chancellor's Regulations – for all schools

DBN: X162 **School Name:** Lola Rodriguez de Tio Academy of Fu

Cluster: 04 **Network:** CFN406

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.

The population of I.S. 162 is primarily Spanish speaking. Over 72% of our students are identified on the ethnic survey as Hispanic. Many of the parents primary language is Spanish, as identified by the Home Language survey. Parents who come into the office often need to be provided with on site translation services. Our office staff including two secretaries and parent coordinator are all native Spanish speakers.

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

All written documents which are sent home to parents need to be provided in both English and Spanish. Our office staff and several of our teachers all work to provide written translation of needed documents. Our parent coordinator works to present our news and ideas to the Spanish speaking community.

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.

All written documents used in the office and sent home need to be translated into Spanish, to allow parents to fully understand them. Teachers and guidance personnel who have volunteered will be provided per session pay to translate these documents. Parents who visit the office will be provided immediate assistance from Spanish speaking personnel who are employed in the school. During after school hours, when the SES providers are in the building, a bilingual school aide will be paid extra hours to provide translation.

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 Parent Coordinator provides translation services during the parent meetings. Our Parent Coordinator and family worker along with guidance personnel will provide translation services in the school during the school day.

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>.

A notice is posted in the lobby of the building, and the general office providing parents with information regarding the DOE translation policy.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Lola Rodriguez de Tio Academy	DBN: 07X162
Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico
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 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: 60
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Of the 443 students that comprised JHS 162 - Lola Rodriguez De Tio in district 7, 24.38% or 108 students are designated as English Language Learners and the remaining 335 students or 75.62% are former ELLs or speakers of other languages. As such, it has become part of our school's mission to address not only this subgroup but the entirety of the school. One of our main school initiatives is to improve and develop literacy instruction specifically in writing across the different content areas. All teachers not just those working in the bilingual classes are active participants in a sustained professional development in scaffolding instruction and its implications to teaching and learning in all classrooms. In pursuit of continued support, students in the different proficiency levels based on the NYSESLAT are provided support in the form of an afterschool program as part of the proposed Title III grant application for 2012-2014. The proposed program will be held three days per week which will focus on English language development supplemented by Reader's Theatre materials as well as ARC reading with 100 Book Challenge (different funding source). The program will be held Tuesday, Wednesday, and Thursday from 3:00-5:00PM. Three teachers will be recruited to staff the program. Each teacher is content area as well as ESL/Bilingual certified. The students will be serviced by their proficiency level (beginner to advanced). During the program, students will be engaged in the read aloud of plays and stories to develop their reading and speaking skills. Students will become immersed in the activities which will encourage the use of common daily words and phrases used in the English language. Through scaffolding by the teachers, students will read aloud plays and develop vocabulary, speaking, comprehension, and writing skills. There will be 60 students ranging in proficiency level from beginners to advanced with a ratio of 20 students per teacher. By the end of the 16 weeks (proposed commencement will be the week of December 3rd and will follow the NYCDOE calendar for 47 sessions). It is expected that at the end of the program, students will have written and acted out their own stories and plays and would have increased their speaking, listening, reading and writing skills as measured by the NYSESLAT.

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: Specific training for the teachers of ELLs will be provided by our American Reading Consultant for the after school teachers (different funding source will be untied other than Title III). She will model for teachers how to scaffold a text with additional support for ELLs students. This workshop will be held on December 4, 2012 entitled "Scaffolding the Text". On January 8, 2012 there will be a workshop entitled "Response to Intervention: Supporting Our ELLs". At this workshop the

Part C: Professional Development

consultant will provide strategies and the most effective interventions for our ELLs. Each workshop will be attended by all Title III after school teachers. Each workshop session will be two hours. In addition, all teachers are further supported by monthly ELL professional development sessions conducted by Enrico Domingo, Director of Student Services at CFN 406. To wit, Student Goal Setting (October 22nd); Text Complexity (December 12th); Instructional Expectations for ELLs (January 22nd); Response to Intervention for ELLs (February 27th).

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: Parent workshops are planned to inform the parents of ELLs about the new Common Core Learning Standards in ELA, Math, Science, and Social Studies, and the changes in the NYS testing program. These important changes will impact ELLs since they will require increased proficiency in ELA for all students including a greater emphasis on the development of correct writing mechanics. There will be three 2 hour workshop sessions to be determined by December 18th. Ms. Murchison, the Assistant Principal in collaboration with the school Parent Coordinator will be in charge of conducting the workshops. Her qualifications include monitoring the ELA department and Special Education Services, supporting teachers during instructional time, observing teachers and providing feedback, and delivering professional development for staff. The parent coordinator will serve as the translator for non-English speaking ELL parents. (Other funding sources will be used to fund this activity).

Part E: Budget

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

Allocation Amount: \$14448

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		

Part E: Budget

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

Allocation Amount: \$14448

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