



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

PRINCIPAL: DR. PATRICK B. AWOSOGBA

EMAIL: PAWOSOG@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. DOLORES ESPOSITO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

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

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

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

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

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

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

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

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

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

By June 2013, all staff will demonstrate progress toward developing the skill to utilize diverse student level data to drive instructional improvement.

### **Comprehensive needs assessment**

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

We have had a few challenges during the year. Because we have a large ELL population (29%) and a large IEP population (30%), we have struggled regarding meaningful differentiation of instruction. We made instructional decisions throughout the year using summative (periodic) and formative assessments, including student grouping and differentiation and targeting for interventions. However, a barrier to a continuous improvement for our students including English Language Learners and students with Individualized Educational Plan is that we have not individualized differentiation of instruction effectively for them. The above mentioned needs are compounded by our students' average performance on the 2012 NYS ELA test.

### **Instructional strategies/activities**

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

### **Action Plan:**

Teachers will participate in bi-weekly professional development focused on the core curriculum state standards and differentiated instruction. The professional development will include working with the AUSSIE consultant, teacher teams and feedback using Charlotte Danielson's Framework for Teaching. Teachers will also meet in grade teams to assess students' work and plan lessons that address needs. We have also brought a literacy coach and an International Baccalaureate coordinator into our team for teacher support

Data that will inform our professional development include:

- Disaggregation of data on subgroups, ELL, GE, SPED
- Disaggregation of data on lower 33% student groups

- Disaggregation of data on gender groups
- A measurement based on comparisons with similar schools
- Periodic Assessments
- Administration will make available learning opportunities offered by Fordham PSO, outside consultants, internal experts and other Mott Hall Schools
- Use of data at weekly departmental and common planning meetings which have been built into teacher schedules – by grade cluster, by core teams and by subject area.
- Integration of student support team, standards and curriculum team, Inquiry and Core Teams work in school wide efforts
- Instructional Leadership meetings to cement school-wide initiatives around data-driven instruction
- Our timeline is from September 2012 – June 2013

**Strategies to increase parental involvement**

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology

**Budget and resources 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.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our intermediary, Fordham PSO, embodies core values and expectations in the school’s Essential Features. These essential features are actions all

schools in the network must engage in to be successful and to sustain their success. Exemplary citizenship is a critical component of the Science and Technology Academy school culture and is reflected in the integration of our Seven Character Themes: Respect; Responsibility; Honesty; Integrity; Compassion; Generosity; and Fairness. These seven Character themes pervade all aspects of our school environment and school life. The themes inform our instructional, professional development and operational and management decisions.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- All staff through teacher teams will improve instructional practices that will increase the percentage of students on levels 3 & 4 and to reduce the percentage of students on levels 1 & 2 by 5% including all subgroups, on statewide assessments.

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Action Plan**

- Train new staff in “SLICE” protocol.
- In teams, teachers will collect data in identified classes for evidence of inquiry learning
- Multiple writing opportunities through the writing matters curriculum
- After school Literacy and Mathematics enrichment program and study groups
- Teachers meet in teams to assess student work looking for evidence of critical thinking.
- Periodic Assessment data analysis conducted in 6 week cycle after each periodic assessment and on-going throughout the school year during common planning sessions
- Use 21<sup>st</sup> Century funding to support enrichment programs.
- Timeline: September 2012 – June, 2013

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

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**
- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

**Budget and resources 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      X   Title I    \_\_\_\_\_ Title IIA      X   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We program all students for AVID (Achievement via Individual Determination), an advisory program that focuses on writing, inquiry, collaboration and Reading. This program supports our Literacy for All strategy through comprehensive reading and writing and tutorial activities

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, all teachers will develop the capacity to integrate and utilize technology as a tool to improve academic achievement and teacher effectiveness

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Writing is a challenge for several of our students based on their performance on the short response questions on our periodic assessments to date. In addition, only 26% of our students are proficient in English Language Arts while most of them are level 2 on the Spring, 2012 NYS ELA test. We would like to use technology as an instructional tool to improving our students' critical thinking and writing skills.

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

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

#### **Action Plan:**

- Collaborate with Teq. Equipment to provide monthly webinar to teachers.
- At least 80% of new hires will be technologically inclined.
- School leader and grade team leaders reinforce the on-going use of technology as an instructional tool throughout the school year
- Collaborate with Connected Learning to provide differentiated PD to teachers
- Timeline: September 2012 – June 2013

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- EPIC (Every Person Influences Children) Workshop
- Technology workshop for parents

- Connected learning instructional software training for parents
- Curriculum Night (information session)
- Updates in Parent Newsletter.

**Budget and resources 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.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- We work with "Computers for Youth" a citywide program that provides free desktops and instructional software to students. Parents and students receive four hours of training on how to use the software as a learning tool

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

### **Action Plan:**

- Principal addresses school-wide core values throughout the school year especially during daily community meetings
- Reinforce school-wide code of conduct during advisory
- Create service learning groups for positive reinforcement of school core values
- Train all new staff on effective classroom management strategies Timeline:
- September 2012 – June 2013

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

**Budget and resources 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.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- 
- We have several service learning initiatives that support our students' social and emotional learning. Among these is the "Neighborhood Heroes" Several students spend 2 hours weekly at a neighborhood Nursing homes where they read, sing and share stories with seniors. We have identified 22 of our students who are most in need of emotional support based on data on discipline infractions. These students are assigned mentors who track progress and who is constant communication with the students' parents and guardians.

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

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

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**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	All these services are provided in small groups and individualized based on students' 5 <sup>th</sup> , 6 <sup>th</sup> and 7 <sup>th</sup> grade International Baccalaureate Literacy Framework Read 180: Literacy enrichment for ELL and IEP students AVID: Study skills designed to help student 2 years behind grade level.	Push-in/Pullout Services by ELL and SPED teachers	Extended class time: 100 minutes block in Humanity Literacy After school tutorial
Mathematics	International Baccalaureate Math Literacy Framework. Team teaching. Apangea; Web based math intervention program. AVID: Study skills designed to help student 2 years behind grade level. Push-in/Pullout Services.	Push-in/Pullout Services by ELL and SPED teachers	Extended class time: 100 minutes block in Humanity Literacy After school tutorial
Science	International Baccalaureate Science Literacy Framework AVID: Study skills designed to help student 2 years behind grade level		During the school day

	Push-in/Pullout Services Independent Science Exposition projects		
Social Studies	International Baccalaureate social studies Framework AVID: Study skills designed to help student 2 years behind grade level	Push-in/Pullout Services Club activities designed to support social studies content, skill and themes Individual student Case Study	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling configurations during session time Case Study to identify each student's growth areas and to support as needed Monitoring attendance and doing community outreach.	Small group and one on one	During school time

## 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.

### Recruitment Strategies:

- Partnership with the NYC Teaching Fellows. Math for America, Teach for America, Universities etc
- Creation of a personnel committee.
- Review of resumes of prospective candidates
- Phone interviews of selected candidates
- Committee interview 1 & 2
- Invitation to selected candidates to meet selected members of our community
- Recommendations to principal
- Final selection

### Assignments & Support:

- Assignments based on teacher experience and students' needs
- Clearly defined opportunities for professional growth
- Comprehensive professional development plan
- Strong, collaborative culture of learning
- Grade team support
- Content and Core Teams
- International Baccalaureate Workshops
- Mentoring and Coaching for staff
- AVID Workshop
- Use of Tax Levy money to support high quality professional development for teachers, for example, paying for college credits to meet highly qualified status.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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

## Part I: School ELL Profile

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

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

Principal <b>Dr. Patrick Awosogba</b>	Assistant Principal: NA
Coach	Coach: Mr. Stany Leblanc
ESL Teacher <b>Ms. Miriam Ruiz</b>	Guidance Counselor <b>Ms. Brenda Rodriguez</b>
Teacher/Subject Area <b>Ms. Jaymie Hernandez, TBE</b>	Parent <b>Ms. Norma Villafane</b>
Teacher/Subject Area <b>Ms. Dylan Hass, Science</b>	Parent Coordinator <b>Ms. Sonja Fernandez</b>
Related Service Provider <b>type here</b>	Other <b>Ms. Alyssa Wilday, P.E.</b>
Network Leader <b>Ms. Marge Struk</b>	Other <b>Ms. Rebecca Ades, ELA</b>

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>22</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

## Part II: ELL Identification Process

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

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

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

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

Miriam Ruiz, ESL Teacher/Coordinator, K-12 ESL certification

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

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

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

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

Miriam Ruiz, ESL Teacher/Coordinator, K-12 ESL certification

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

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

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

5. Since MHSTA opened in Fall 2009, we have conducted orientations and placed 24 students as ELLs. Parent choices from the Program Selection form for our newcomer ELLs include 16 Transitional Bilingual, 5 Dual Language, and 3 ESL choice. Currently we offer TBE and ESL programs. Given our growing ELL population and the number of Dual Language preferences, we will begin considering the resources needed to develop a program next year.

6. The programs offered at MHSTA (TBE and ESL) are based on NYS research-proven successful program models and staff resources. Continuing ELL students enrolled after participating in various programs at several other schools. Parents were informed of student program placement for 2012-2013 in parent notifications which also note scores on most recent LAB-R or NYSESLAT. Parents were also informed of our programs and student placement during Curriculum Night held 10/02/12. Parents of new enrollees who selected a Dual language (DL) program were informed during orientation of their right to enroll in DL at another school, or to have their child placed in a Transitional Bilingual (TB) program here. To date, all parents who selected DL have chosen to have their child attend TB at our school.

# Part III: ELL Demographics

## A. ELL

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

## Programs

### This school offers (check all that apply):

Transitional bilingual education program	Yes	No	If yes, indicate language(s): Spanish
Dual language program	Yes	No	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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							1	1	1					3
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	24
SIFE	6	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	17

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

ELLs by Subgroups										
	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	
<input type="checkbox"/>										

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	23	4	1	9	0	2	3	0	5	35
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	1	3	10	1	6	14	0	7	36
Total	35	5	4	19	1	8	17	0	12	71

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	11	11					36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>11</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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	
	ELL	EP	ELL	EP																
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	3	11					25
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian														0
French							2	1	2					5

## Part IV: ELL Programming

Ponsh														0
Albanian														0
Other							2	0	2					4
<b>TOTAL</b>	0	0	0	0	0	0	15	5	15	0	0	0	0	35

## A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

1a) The organizational models used in the TBE program are self-contained, with push-in native language support in content areas (math and science), and pull-out differentiated ESL instruction based on language proficiency levels. In the ESL program, the model is pull-out differentiated language instruction for advanced ELLs not in TBE classes, and push-in ESL scaffolding for ELLs with IEPs in self-contained special education classes. For TBE and ESL programs, a certified ESL and/or bilingual teacher works with the certified subject area teacher to provide English language scaffolding to support grade-level content for beginner, intermediate, and advanced ELLs.

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

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

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

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

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

ESL programs consist of 4 classes (200 minutes) weekly of pull-out and/or push-in ESL. Currently the ESL program contains only advanced ELLs, and students with IEPs in general education settings receiving related services. In the event that we have additional beginner ELLs join the ESL program, we will create a schedule to offer 8-10 ESL pull-out classes.

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

3. Content areas of math, science, and humanities/history include standard, varied, grade-level instruction for students in the TBE or ESL programs. All content courses are provided by instructors certified in their area, using native language where possible to make content comprehensible, and ESL scaffolding strategies to enhance language development. TBE history instructors are Spanish proficient; math and science instructors have the support of push-in bilingual certified teachers. All content courses use bilingual dictionaries and content-specific glossaries for student native language support, and the history class uses an English and Spanish version of the text. Math teachers use native language math assessments for periodic assessments. All TBE classes have bilingual and Spanish libraries. Students in TBE programs use Spanish texts and produce materials in English and Spanish, based on their proficiency level.

4. To ensure that ELLs are appropriately evaluated in their native language, the NLA class in TBE programs incorporates ongoing formative and summative assessments in Spanish, for reading and writing. Content teachers provide translated versions of tests, and/or provide glossaries for students. Math teachers use Spanish versions of periodic assessments and annual exams. In addition, students in TBE classes complete the annual ELE (Examen de Lectura en Espanol) assessment every spring.

5. Instruction is differentiated for all ELL subgroups. MHSTA uses the Read 180 program and extended instructional days (twice weekly, additional 2 hours instruction in reading and math) to build student strengths in language, literacy, and math. In addition, to these added instructional supports, the following instructional differentiation is provided for specific ELL subgroups:

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

5b) Newcomers in US schools less than 3 years: Spanish-speaking newcomers receive native language instruction through the TBE program, use and have access to native language materials in all classes, and receive native language support from bilingual Spanish-speaking teachers and staff. Recently arrived students (less than one year in US schools) receive additional pull-out intensive, structured ESL instruction. NLA instruction is aligned with ELA curriculum to benefit all ELLs, particularly those in their 2<sup>nd</sup> year of US schools instruction who will be tested in ELA for the first time. 2<sup>nd</sup> year ELLs complete periodic assessments in ELA, while 1<sup>st</sup> year ELLs complete ESL periodic assessments.

5c) ELLs in US schools 4-6 years: Administrators and teachers analyze available and current test data (NYSESLAT, ELA, Math, period content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains. In-class instructional grouping allows targeted intervention to promote progress and challenge.

5d) Long-term ELLs (more than 6 years): Administrators and teachers analyze available and current test data (NYSESLAT, ELA, Math, periodic content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains, with an emphasis on academic language building and application. In addition, these students are prioritized for receiving additional afterschool instruction in literacy and math.

6. ESL/bilingual instructors work with certified special educators and therapists to build language proficiency in accordance with students' other instructional and learning needs, and with mandated accommodations for individual students. All ELL-SWDs receive instruction from both special educators, and certified bilingual or ESL teachers, in self-contained, push-in, or pull-out settings depending on their assigned class and IEP. Teachers of ELL-SWDs provide access to academic content areas and accelerate English language development through the Milestones text series (Heinle-Cengage Learning), a research-based curricula to build language in all domains, using text from a variety of content areas, including ELA, history, science, and math. The series contains both text, audio, and multi-media features to engage students. Classes are differentiated by proficiency level, to target specific areas of academic and English developmental need, from beginners to advanced.

7. To meet the needs of ELL-SWDs within the least restrictive environment, these students receive ESL or bilingual instruction as specified in their IEPs, in addition to mandated services in self-contained, collaborative team-teaching, or general education settings. ELL-SWDs who are in general education and CTT settings participate in all classes with their general education, non-disabled peers. Those who are in self-contained (12-1 or 12-1-1) settings participate in P.E. and all non-instructional aspects

**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:			
Science:			

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
--	-----------------------	-----------------------	--------------------

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

## Part V: Assessment Analysis

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

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

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

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

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

8. MHSTA offers the following online intervention programs for ELLs in ELA and math:  
 ELA: MHSTA uses the READ180 program for individualized, targeted reading intervention. Both programs are recommended and research-proven effective for ELLs and other students reading below grade level. The program is in English with a Spanish audio support component, plus additional native language support from ESL/bilingual certified instructors. In addition, ELLs attend the extended day program for an additional 45 minutes of literacy instruction, including reading comprehension and writing skills.  
 Math: ELLs attend the extended day program for an additional 45 minutes of math instruction, including computation and grade-level concept skills.

9. ELLs achieving proficiency on NYSESLAT receive continuing transitional support within classes from content teachers who meet regularly with ESL/bilingual instructors to learn and apply ESL teachign methodologies to support continued language development. This year there are 39 proficient ELLs being monitored for academic progress: 15 6<sup>th</sup>

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						4	4	7					15
Intermediate(I)							5	5	6					11
Advanced (A)							20	7	13					40
Total	0	0	0	0	0	0	29	16	26	0	0	0	0	71

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							1	0	2				
	I							3	2	2				
	A							12	6	4				
	P							8	5	14				
READING/W RITING	B							0	2	4				
	I							5	5	6				
	A							17	6	12				
	P							2	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	7	2	0	25
7	8	4	0	0	12
8	7	13	0	0	20
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	5	2	9	5	4	2	2	0	29
7	1	0	8	2	3	1	1	0	16

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	5	4	12	3	2	0	0	0	26
NYSAA Bilingual Spe Ed									71

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				

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

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

1. All incoming 6th grade students, including ELLs, complete benchmark literacy and math assessments during summer orientation and in the first week of instruction. This data is supplemental to ELA, Math, and NYSESLAT assessment results from the prior spring administration, and forms a current picture of our incoming students. The READ180 program uses periodic Scholastic Reading Inventory assessments to determine student baseline and growth on lexile levels. Analysis of these assessment tools forms the basis for classroom assignment, ESL push-in instructional schedules, and in-class instructional grouping. This year, 16 incoming 6th grade ELLs had scored level 1 on the spring ELA administration, which prompted the development hetero-and homogenous instructional groupings in ESL to ensure that students' literacy needs were addressed.

2. LAB-R and NYSESLAT data reveal that in 7th grade, the majority of the ELLs at MHSTA are advanced (58% advanced, 27% intermediate, 14% beginner), while in 6th grade there is a small majority (30% beginners, 30% intermediate, 40% advanced), and in 8th grade the majority of ELLs are intermediate (42% intermediate, 29% advanced, 29% beginner). Overall, more ELLs have been receiving service for 0-3 years (40%), followed by those with 4-6 years of service, (32%), and those with more than 6 years (28%). Our demographics present an additional challenge: 41% of ELLs overall have IEPs (19% of 6th grade ELLs, 62% of 7th grade, and 64% of 8th grade ELLs). These data highlight the need for intensive, needs-based instructional strategies to facilitate proficiency attainment, while addressing additional needs of ELLs receiving special education and resource services.

3. Most ELLs at MHSTA are advanced in listening/speaking (43% 6th grade, 44% 7th grade, and 52% 8th grade). The same is true for advanced levels in reading/writing (39% 6th graders, 56% 7th graders), while 8th graders have more students at the intermediate level in reading/writing (79%). Students at beginner level in listening/speaking are very low at all grade levels, as is the level of proficiency in reading/writing.

These data strongly indicate that our students are attaining oral and aural language proficiency before literary proficiency, and highlights the need for more needs-based instruction in reading and writing. MHSTA focuses on building academic skills in all classes, for all students, by incorporating the use of socratic seminars and the Cornell note-taking system in all classes. The goal is to increase the use of academic discourse and note-taking based on oral discussions or lectures and written text, for all students. This school-wide instructional emphasis on academic listening and speaking, reading and writing across the content areas will be used to target English proficiency deficits in our students, particularly ELLs who have received 5 or more years ESL instruction. This strategy also recognizes that oral language skills are the basis for building skills in reading and writing, and can be used to hinge literacy instruction.

4a. Students in TBE classes were able to use the 2012 NYS math assessment in Spanish (last year's 6th and 7th grade students, now 7th and 8th), and could choose to answer in English or Spanish. Students in ESL classes had access only to English versions of the test (there were 7 beginner students taking NYS Math in spring 2011). Results showed that for current 6th and 7th and 8th graders in English, more students scored level 2 (57%, 66%, and 56% respectively). For students completing the NYS Math in Spanish, more 6th and 7th graders scored level 2 (60% and 50% respectively), while more 8th graders scored level 3 (60%). This shows that, aside from 8th grade, students using either English or Spanish on the NYS math exam perform at roughly the same rates, but that overall more targeted math instruction is needed to bring scores to a higher level. Our bilingual and ESL math instruction must more effectively meet the math learning needs of our students. Last year a bilingual math teacher worked with TBE students. This year, in addition to bilingual language skills, math teachers have push-in support from a bilingual teacher to enable more effective grouping and materials. Also, the school will continue to use Apangea Math, an online program for math remediation that uses English and Spanish language.

Students in TBE programs also complete the Examen de Lectura en Espanol (ELE). The following compares ELA and ELE scores, for students who completed these exams in Spring 2012:

Level 1 English: 55% 6th graders, 50% 7th graders, 27% 8th graders

Quartile 1 Spanish: 54% 6th graders, 41% 7th graders, 57% 8th graders

Level 2 English: 24% 6th graders, 25% 7th graders, 53% 8th graders

Quartile 2 Spanish: 15% 6th graders, 12% 7th graders, 19% 8th graders

Level 3 English: 7% 6th graders, 0% 7th graders, 0% 8th graders

Quartile 3 Spanish: 6% 6th graders, 17% 7th graders, 5% 8th graders

Level 4 English: 0% 6th graders, 0% 7th graders, 0% 8th graders

Quartile 4 Spanish: 7% 6th graders, 29% 7th graders, 19% 8th graders

The data show that overall, more ELLs in TBE classes score at the lowest level in both English and Spanish literacy assessments. Significant proportions of ELLs in each grade scored levels 3 or 4 in Spanish literacy, explained by the number of recently arrived Spanish-speaking ELLs taking this test. Longer term ELLs taking the Spanish literacy exam had lower scores. While former ELLs in all grades did attain level 3 scores (and 1 student a level 4) in English, no current ELLs scored above level 2. This clearly supports our identified need to build both ELA and NLA programs, using shared curricula to address the same skills in both languages, increasing English instruction as proficiency increases.

ESL Program:

There were no non-Spanish speaking students who required native language translation in the Spring 2012 Math test. Translation services will be made available in the event a new student joins MHSTA before the next administration. The following notes ELA levels for ESI program students completing this exam in Spring 2012:

Level 1: 40% 6th graders, 100% 7th graders, 29% 8th graders

Level 2: 33% 6th graders, 0% 7th graders, 64% 8th graders

Level 3: 13% 6th graders, 0% 7th graders, 0% 8th graders

Level 4: 0

As with students in TBE classes, ELLs in ESL programs scored level 1 more often, and no current ELLs scored level 3 or 4. Former ELLs from ESL programs did score at higher levels. This supports our identified need for intensive, targeted ELA instruction to ensure more ELLs advance to level 3 and NYSESLAT proficiency. To address this need, we have acquired additional READ180 licenses and increased the use of small grouping using the Milestones language learning series to ensure needs-based, rigorous instruction. Read 180 and Milestones are both research-proven to increase reading skills for ELLs and other students reading below grade level. In addition, ESL students attend extended day programs for an additional 45 minutes of literacy instruction, twice weekly.

4b) For both TBE and ESL programs, ELL Periodic Assessment results will be compared to most recent and previous NYSESLAT and LAB-R results, and used to gauge student progress. Based on our findings, instruction strategies and group work will be restructured to address student needs and focus efforts towards language progress and proficiency. Results will be disseminated to teachers, students, and parents as follows:

- Teachers will use results in conjunction with in-class assessments and observations, to target instruction based on student needs in four language domain areas.

- Students will receive results and incorporate them into student portfolios for self-assessment and goal-setting. These portfolios will contain assessment data and contain self-selected samples of student work demonstrating progress and achievement in the four domain areas.

- Parents will receive the results and view student portfolios during Parent-Teacher conferences, to facilitate parent-teacher-student collaboration in language development.

c) To date, we have completed two years of school-wide periodic assessments (PA) in all subject areas (ELA, math, social studies, science, latin, and art) and data was analyzed for student performance. In the TBE program, students were able to use native language versions of the math assessment. In the ESL programs, students have access to bilingual dictionaries in all Periodic Assessments, and bilingual glossaries in math, science, and social studies. Native Language instruction is an integral part of the TBE program, and used to support English and ESL instruction for all other ELLs, in all classes, to the extent possible. Over last year we found that progress on the periodic assessments in ELA and history were a strong predictor of achievement on the spring NYSELA exams, and the NYSESLAT. We will monitor student progress this year, and adapt instruction accordingly to target areas of greatest learning need for our students.

5. Not applicable.

6. In both TBE and ESL programs, success will be gauged by progress on state assessments and student performance on formative in-class assessments for the READ180 and Milestones programs. Also, our target is achievement of AMAOs, as follows: 1) annual increases in the number or percentage of LEP/ELLs making progress in learning English

## 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.

### 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)	8	7	12	8				
Chinese Reading Test								

## Part VI: LAP Assurances

School Name: Mott Hall Science and Tech

School DBN: 9X454

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Patrick Awosogba	Principal		10/31/11
	Assistant Principal		10/31/11
Ms. Sonja Fernandez	Parent Coordinator		10/31/11
Ms. Miriam Ruiz	ESL Teacher		10/31/11
Ms. Norma Villafane	Parent		10/31/11
Ms. Jaymie Hernandez	Teacher/Subject Area		10/31/11
Ms. Dylan Hass	Teacher/Subject Area		10/31/11
	Coach		10/31/11
	Coach		10/31/11
Ms. Brenda Rodriguez	Guidance Counselor		10/31/11

School Name: Mott Hall Science and Tech

School DBN: 9X454

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Marge Struk	Network Leader		10/31/11
Ms. Alyssa Wilday	Other <u>Teacher/ P.E.</u>		10/31/11
Ms. Rebecca Ades	Other <u>Teacher/ELA</u>		10/31/11
	Other		10/31/11
	Other		10/31/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

DBN: **9X454** School Name: **SCIENCE AND TECHNOLOGY ACADEMY**

Cluster: \_\_\_\_\_ Network: **551**

**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.

Based on our students' demographic data, our student population is 68% hispanic. In addition, we have a large population of students who are beginners based on students' performance on the NYSESLAT. In addition, we survey parents at the beginning of each school year to identify their written translation and oral interpretation needs.

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.

Our major findings include the following:  
We needed a parent newsletter written in both English and Spanish  
We needed to provide a spanish translator dring every parent conference  
We should have a spanish speaking staff in our front office at all times

Our findings were reported to the School Leadership Team and the information was provided to parents in our parent newsletter

## 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.

We provide written translation service in-house using the school messenger translation tool. The school messenger allows us to send mass messages in multiple languages including spanish. We also have the capacity to program message delivery services for phone, text and e-mail deliveries.

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

Our oral translation service is provided in-house by our parent coordinator who is fluent in both spanish and English. In the absence of our parent coordinator, several (60%) of our staff are bilingual and they can support our oral translation service.

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

We will make available to parents all Chancellor's regulations regarding students' safety, health, legal and disciplinary issues and other areas in parents' dominant language. We will also maintain a record of the primary language of each family and we will make available translators to students and families when the request is made to conduct school business.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: SCIENCE & TECH ACADEMY	DBN: 9X454
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 4

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

# of ELLs to be served: 45

Beginning: November, 2012 and ending in June, 2013

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

Language of Instruction: English and Spanish

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

Materials: Read 180 Instructioanal Model (Scholastic)

Every ELL student is scheduled for a minimum of 200 minutes of Read 180 instruction per week. This instruction includes three models focusing on reading, comprehension and small group support by an ELL teacher. Every week, we receive a growth report of all ELL students. ELL teachers discuss the data and create next steps in their re-teach plans for their student.

To continue to support our ELL students' mathematical reasoning, we provide a web based Math program to supplement our Math curriculum. Every ELL student is assigned a laptop that they use to complete Apangea Math project. While all ELL students are scheduled for a period of Apangea weekly, they have access to Apangea at home using their school provided user name and password.

## 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

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Rationale: Professional Development (PD) topics guided by the needs of all students, PD organized into units of study in which learning builds over time, PD takes place in core, content and grade teams and effectiveness of PD assessed by formal and informal feedback from participants. All staff are involved in the PD. Professional development workshops are facilitated by grade team leaders, principal and aussie consultants. The ELL teachers also meet once a week for additional PD. Some of the items on their agenda include, using visuals to improve learning for ELLs, preparing and supporting ELL students with the writing of the Math and ELA bundles, discussing the common core challenges facing ELL students and using data to improve instruction for ELLs.

Regular all year literacy development instructional support by assigned AUSSIE Consultant. Assignment of all ELL teachers to grade teams for collaborative work on using data to support instruction. ELL teachers will attend year round network Literacy and Math clinics to build capacity in the common core. Finally, all ELL teachers will attend International Baccalaureate (IB) workshops to build capacity in supporting inquiry based learning for ELL students.

### 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:

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

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

Topics: Curriculum and instruction, technology, parenting workshops

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

**Part D: Parental Engagement Activities**

Fernandez [REDACTED]

**Part E: Budget**

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

Allocation Amount: \$

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