



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X473

PRINCIPAL: DOYLE, WILLIAM J.

EMAIL: WDOYLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: LINDSEY, ELAINE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Doyle, William	*Principal or Designee	
Lamb, Michael	*UFT Chapter Leader or Designee	
James, Celia	*PA/PTA President or Designated Co-President	
Rodriguez, Mariana	DC 37 Representative, if applicable	
Morillo, Justianny Dionet, Vianca	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Cherrin, Will	CBO Representative, if applicable	
Rodriguez, Sonia	Member/Parent	
Celemente, Zoraida	Member/Parent	
Coronel, Paula	Member/Parent	
Suarez, Maybelline	Member/Parent	
Martin, Nancy	Member/Staff	
Quirindongo, Jenny	Member/Staff	
	Member/	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

Service and program coordination

Focus Finding Allocation:

Supervisor Per Session:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorials \$5,979

Teacher – Regular Grades:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorial + Professional Development \$55,000

Non-Contractual Services:

Assignment: Parent Involvement Organization/Category: Parent Engagement \$3,583

Supplies/General: T

Assignment: Classroom/Cluster Organization/Category: Expanded Learning Time/Tutorials \$9,540

- We are a Conceptually Consolidated School: We 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).
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund six mentors at least one hour per week to support new teachers with lesson planning, Common Core Curriculum Development, classroom management, school-wide systems and structures and assessments (6 teachers X 1 week = 6 X 10 number of weeks = 60 X \$41.98)
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund the professional development committee – a team of five teachers working at least one hour per week to design professional development aligned with the Citywide Instructional Expectations including, but not limited to: Danielson's Framework: Questioning and Discussion Techniques, Engaging Students in Learning, New Special Education Reform and Instructional Strategies, ELL support, Common Core Curriculum Development and self-reflective practices. (5 X 1 week = 5 X 10 number of weeks = 50 X \$41.98)

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- School leaders should develop a professional development (PD) plan for staff that includes strategies for differentiation. These strategies should be included in all curricula, and school leader should monitor the use of skills learned through walkthroughs and formal and informal observations.
- School leaders should provide PD to illustrate how to integrate technology into teaching and student learning. School leaders should regularly monitor how teachers integrate strategies learned in PD into instructional practice. (SQR 2011-2012, 3)
- School leaders, together with other staff, should research strategies to improve student performance in mathematics. Selected instructional strategies should be implemented consistently throughout the school. (SQR 2011-2012, 4)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2: Strengthen student work by examining and refining curriculum.

Engage all students in at least eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.

Implementation Timeline: 1 Common Core Unit by January 31, 2013 for math, ELA, social studies and science

1 Additional Common Core Unit by June 1st, 2013 (Term 2) for math, ELA, social studies and science

Instructional strategies/activities

Grade Level: 9-12 Department: English

Production and Distribution of Writing

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing: CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task

and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade Level: 9-12 Department: Math

CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

- Teachers will submit and present their Common Core-aligned tasks during whole staff PD and reflect upon the process.
- Teachers will map student improvement with these tasks highlighting improved student outcomes.
- Teachers will develop Common Core-aligned units of study in academic disciplines, present their tasks and reflect upon the process and outcomes.
- Teachers will have time to plan, revise, and upgrade units, engage in cycles of inquiry and look closely at student work to make adjustments to curriculum during weekly professional development sessions – teachers may use protocols from Harmony Education Center.
- Weekly KidTalk sessions will allow for cross-curricular discussion as well as selection of targeted inquiry work.
- Teachers are expected to meet weekly and document their efforts of working with the Common Core and drafting appropriate units.
- Consultants will model appropriate Common Core units
- Map student outcomes, based on new units
- After-School Enrichment & Preparation Programs for all content areas

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Focus Finding Allocation:

Supervisor Per Session:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorials \$5,979

Teacher – Regular Grades:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorial + Professional Development \$55,000

Non-Contractual Services:

Assignment: Parent Involvement Organization/Category: Parent Engagement \$3,583

Supplies/General:

Assignment: Classroom/Cluster Organization/Category: Expanded Learning Time/Tutorials \$9,540 We are a Conceptually Consolidated School: We 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).

- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund one supervisor 2 hours per week for 50 sessions, in order to support and build

capacity across all staff regarding the implementation of the expanded learning activities/tutorials for at risk populations including ELLs and Special Education including Level 1 and Level 2 students. (1 X 2.5 - 3 hours/session X 50 sessions = 136 hours)

- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund instructional coaches, 2 hours per week, to model appropriate Common Core units in the four core academic disciplines: math, English, science, and social studies.(2 coaches X 2 hours = 4 X 10 weeks = 40 hours X \$41.98)
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund expanded learning activities/tutorials for approximately 240 Level 1 and Level 2 students for 10 week, 7 hours/week sessions, with 16 teachers working in groups of 10-15 students each, including time for teachers to collect and analyze data around student performance tasks. (7 hours/week X 16 teachers X 10 weeks = 1120 hours X \$41.98)

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

School leaders should provide PD to improve teachers’ questioning techniques to promote students’ higher order thinking and increase their engagement and motivation for learning. Teachers should use common planning time to determine how to integrate into their instruction questions that promote students’ higher order thinking skills. (SQR 2011-2012, 3)

The outcomes of PD on differentiation should be monitored to ensure implementation. School leaders should look for evidence of differentiation in their teachers’ planning, in addition to monitoring differentiation of student learning activities through classroom teaching. (SQR 2011-2012, 5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3: Strengthen teachers’ ability to use data to differentiate instructional strategies and purposeful next instructional steps, especially for at-risk populations.

Implementation Timeline: Sept.-January: Review Common Core/Rigor/Engaging Students in Learning (Utilize Kahn Academy)

January – June: Con’t Review of Citywide Instructional Expectations/Common Core and Deepen Understanding of Questioning & Discussion Techniques

Instructional strategies/activities

- Teachers will use data to differentiate instructional strategies and purposeful next instructional steps, especially for at-risk populations.
- This will look like: utilization of digital media resources, opportunities for sharing and discussion, project based learning, reading and writing, speaking and listening, in addition to note-taking.
- Institute Common Core assessments in order to address fluency, application, and conceptual understanding.
- Teachers will draft lessons with multiple access points for all learners.
- Teachers will work in collaboration with an ELL and Special Education specialists/teachers in order to design and implement these assessments.
- Teachers will strengthen instructional practice by participating in walk-throughs and act as critical friends with the aim of creating a list of Best Instructional Practices for MHVP, especially utilizing digital media resources (e.g. Kahn Academy, BrainPop, and The Flipped Classroom) at least once per week.
- Conduct item analysis of New York State Regents outcomes to provide a focus for curriculum gaps that will be used to modify instructional strategies, curriculum, and assessment in addition to providing plans for special populations.
- Professional development and model of New York State Regents item analysis outcomes with revised Common Core curriculum unit.
- Bi-monthly departmental meetings and bi-monthly faculty meetings will provide time for structured collaboration and analysis in addition to acting as critical friends.
- Common instructional strategies to engage at-risk students, aiding sub-groups to produce rigorous and meaningful work.
- After-School Enrichment & Preparation Programs for all content areas

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:
 East Side House: CPLP

Service and program coordination

Focus Finding Allocation:

Supervisor Per Session:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorials \$5,979

Teacher – Regular Grades:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorial + Professional Development \$55,000

Non-Contractual Services:

Assignment: Parent Involvement Organization/Category: Parent Engagement \$3,583

Supplies/General:

Assignment: Classroom/Cluster Organization/Category: Expanded Learning Time/Tutorials \$9,540

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- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund sixteen teachers of students with disabilities and ELLs, including two instructional coaches, 2 hours weekly, in order to build capacity across all staff regarding the development, reflection, and presentation of their Common Core aligned units.
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund instructional coaches, 2 hours per week, to model appropriate Common Core units in the four core academic disciplines: math, English, science, and social studies.
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund expanded learning activities/tutorials for approximately 240 Level 1 and Level 2 students for 50, 2 hour session, with 16 teachers working in groups of 10-15 students each, including time for teachers to collect and analyze data around student performance tasks.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:
East Side House: CPLP

Service and program coordination

Focus Finding Allocation:

Supervisor Per Session:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorials \$5,979

Teacher – Regular Grades:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorial + Professional Development \$55,000

Non-Contractual Services:

Assignment: Parent Involvement Organization/Category: Parent Engagement \$3,583

Supplies/General:

Assignment: Classroom/Cluster Organization/Category: Expanded Learning Time/Tutorials \$9,540

- We are a Conceptually Consolidated School: We 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).
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund one teacher, two hours per week, to work with 10th grade Think College Now students in order to build college ready skills including mathematics, reading, writing, as well as college knowledge and selection, develop college and career goals. (1 teachers X 2 hours/week X 25 sessions = 50 hours X \$41.98)
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to hold two, 2-4 hour, parent outreach sessions with Parent Coordinator and CPLP to communicate the schools desire to improve skills and knowledge students need to achieve postsecondary success. (20 teachers X 4 hours = 80 Hours X \$41.98)
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund professional development opportunities for teachers to discuss college and career readiness.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

The school leaders of each school should explore additional resources to upgrade the facility. The library/media center should include sufficient numbers of appropriate textbooks and grade specific print resources, as well as up-to-date working technology for students to use. Open access to the library/media center should reflect extended day programming needs. (SQR 2011-2012, 5)

Place greater emphasis on ensuring the communication of clear whole school priorities and goals to all members of the school community (QR 2008-2009, 3).

School Survey Results: (Progress Report 2011-2012, 4).

Communication: 72.7% Comparison to Peer Schools/73.1% Comparison to City Schools

NYC School Survey	2011-2012 MHVP	2011-2012 City Average	2010-2011 MHVP	2010-2011 City Average	2009-2010
Communication	7.1	6.8	6.7	6.7	7.2

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5: Embed professional development for parents and partner with community based organizations to promote and provide rich and engaging workshops and activities in the following areas: academic, social and emotional developmental health in order to support student success.

Implementation Timeline: Sept – January: Title I Parent Meeting, College Awareness Evening, Cultural Festival, FAFSA sessions, MHVP Newsletter, SLT and PA (monthly)

January – June: Spirit Week, College Awareness Evening Two, MHVP Newsletter, SLT and PA (monthly)

Strategies to increase parental involvement and engagement

- Parent Outreach: College Preparation/Advisory Meetings
- 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;

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:
 East Side House: CPLP

Service and program coordination

Focus Finding Allocation:

Supervisor Per Session:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorials \$5,979

Teacher – Regular Grades:

Assignment: Academic Organization/Category: After/Before School Program: Expanded Learning/Tutorial + Professional Development \$55,000

Non-Contractual Services:

Assignment: Parent Involvement Organization/Category: Parent Engagement \$3,583

Supplies/General:

Assignment: Classroom/Cluster Organization/Category: Expanded Learning Time/Tutorials \$9,540

- We are a Conceptually Consolidated School: We 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).
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund two, 2-4 hour, parent outreach sessions with Parent Coordinator, Montefiore Clinic and CPLP communicating wellness/enrollment, and our desire for parents to be more active in their child’s education. Teacher advisors will have opportunities to review student scholarship in addition to briefing parents on how to read transcripts.
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund Family Day events; establish a Parent Resource Center/Area or lending library; and instructional materials for parents.
- Tax Levy, Title IA, Title IIA, Title III and Title I focus money will be utilized to fund publications and materials to keep parents informed about school activities, functions, including National Honor Society, Parent Meetings, College Awareness Evenings, Cultural Festivals, FAFSA sessions, MHVP Newsletters, SLT and PA (monthly) in addition to Spirit Week.

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	<p>Extended Learning Day:</p> <p>We also offer English lab classes two times per week to all 9th graders in addition to their ELA class.</p> <p>Our school will implement the Achieve 3000 program to support our struggling readers.</p>	<p>Small group instruction</p> <p>One-to-one</p> <p>Tutoring</p>	<p>37.5 minute tutorials on Monday, Wednesdays, and Thursdays from 2:50-3:30pm</p>
Mathematics	<p>Extended Learning Day:</p> <p>Regents Preparation funded from East Side House: 2-3 x week: Monday, Wednesday and Thursday from 3:30-5:30</p> <p>Teacher Professional Development: Tuesdays</p> <p>Off track seniors who have not met their Regents requirements are programmed for Algebra Regents preparatory courses in addition to taking on-line courses to recoup missing credits.</p> <p>All 9th grade students will receive 2 additional periods of</p>	<p>Small group instruction</p> <p>One-to-one</p> <p>Tutoring</p>	<p>37.5 minute tutorials on Monday, Wednesdays, and Thursdays from 2:50-3:30pm</p>

	math skills instruction per week.		
Science	<p>Extended Learning Day:</p> <p>Students who are missing science credit can also participate in after school physical science or living environment courses to recovery missing credits.</p>	<p>Small group instruction</p> <p>One-to-one</p> <p>Tutoring</p>	<p>37.5 minute tutorials on Monday, Wednesdays, and Thursdays from 2:50-3:30pm</p>
Social Studies	<p>Extended Learning Day:</p> <p>Senior students who have not met their Regents requirements for graduation are programmed for 10 preparation classes 2x/3x/wk in regularly scheduled classes.</p>	<p>Small group instruction</p> <p>One-to-one</p> <p>Tutoring</p>	<p>37.5 minute tutorials on Monday, Wednesdays, and Thursdays from 2:50-3:30pm</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance counselor: Meets periodically with students that are "at risk" behaviorally, socially, and academically that are referred by administration and/or advisors. In conjunction with other advisors, they review students' transcripts with them and map credit recovery opportunities for students.</p> <p>School Psychologist: After reviewing student's profile during our PPT meetings, students are referred for assessment and evaluations to determine proper services to be rendered. Students are also referred to the Montefiore Clinic for mental health services.</p> <p>Social Worker: Students are referred to meet with the Social Worker through discussions held during our kid-</p>	<p>Small group</p> <p>One-to-one</p> <p>Conflict Resolution</p>	<p>During and after the school day</p>

	<p>talk meetings that take place once a week. Conducts in class presentations on life skills awareness i.e. goal setting, decision-making etc. to address issues that affect teens.</p> <p>Health-related Services: Social Worker, Counselor, and School Dean are our trained, designated health resource coordinators that give health related information to students in regard to HIV & AIDS, STD's & STI's, and safe sex through our condom availability program.</p>		
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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.

Strategies for recruitment:

- Hiring committee

- Demonstration lesson

- Relationship building with Teach for America, The Teaching Fellows, as well as LEAP, NYCLA, and City College Teacher Recruitment programs

Strategies for retention and support:

- Assigned mentors both from educational programs in addition to in-house teacher/mentor support

- Assistant principal and principal support

- New Teacher training PD

- Network support

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL 07X473

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	366	Total Number of ELLs	34	ELLs as share of total student population (%)	9.29%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	2	1	1	5
Push-In											1	0	0	1
Total	0	0	0	0	0	0	0	0	0	1	3	1	1	6

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other												1		1
TOTAL	0	1	0	1										

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

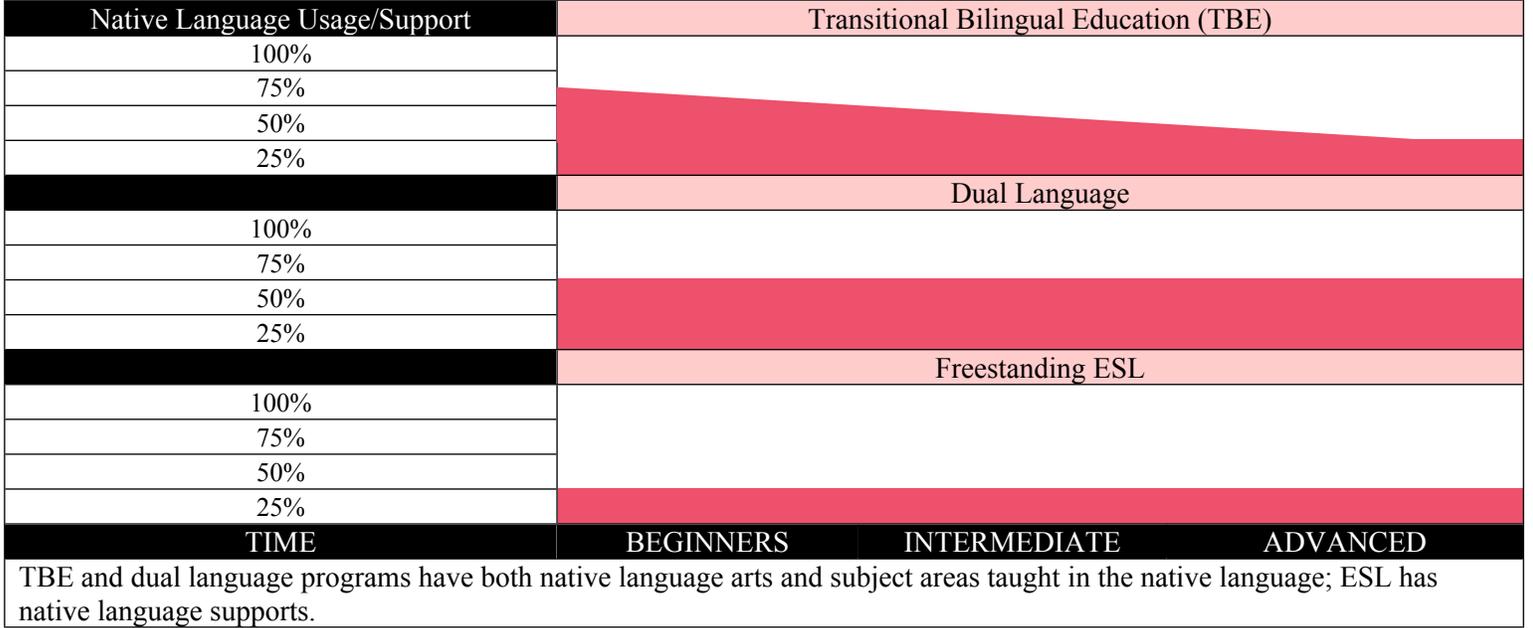
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



B. Programming and Scheduling Information--Continued

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

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

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

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

11. We will not discontinue any programs or services.

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

13. ELL students have access to laptop computers and some teachers provide instruction using SMART Boards and overhead projectors. Students use textbooks, word to word translation dictionaries, novels at student's instructional and interest level and teacher-made

materials. Pull-out classes will also incorporate the use of technology through literacy building software. ELLs will have the opportunity to improve their literacy and targeted language skills through the use of this software on school computers. Content classes, such as Living Environment, have copies of text books in Spanish for native language support. The ESL teacher speaks Spanish and supports students by reteaching some content material, such as Global History, in Spanish during pull-out ESL classes. Collaborative learning is encouraged in these classes, and students support each other in both English and Spanish while working on various activities, such as test corrections in order to provide ELLs with the opportunity to earn back points in content classes.

14. The ESL program model at the school supports student's native language by allowing them to use their native language and make connections to English. Depending on the student's English proficiency level, the ESL teacher supports the student's use of the native language either in written form or orally to develop language acquisition skills. In addition, students that qualify to take regent's exams in their native language are given the opportunity.

15. All supports for ELL students are age and grade level appropriate. The ESL teacher uses grade level resources and scaffolds instruction for low-literacy ELLs by previewing vocabulary and providing adequate background knowledge to ensure understanding. Extended day programs are based on areas of need as determined by grade level.

16. All newly enrolled students are invited to an orientation in late spring before they come to the school. We always include an ice breaker so that incoming students get to know one another. The teachers are also available during the orientation in order to talk to students about the upcoming year and their expectations. Students can talk to teachers and staff. Parents are also invited and given needed information about the school and staff, including ELL program options. Once the school year begins advisories plan activities for students to get to know each other and specific topics are discussed during advisory class to assist students with the transition to a new school.

17. ELL students are given instruction in content areas in English. The foreign language elective offered to all students at the school is French.

C. Schools with Dual Language Programs

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

n/a

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	3	0	1	4
Intermediate(I)										7	5	3	1	16
Advanced (A)										3	1	5	5	14
Total	0	0	0	0	0	0	0	0	0	10	9	8	7	34

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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. MHVP uses the Scantron Periodic Assessment, DAR and BRIGANCE literacy tests to assess the literacy skills of our ELLs in both English and Spanish. The data for the NYSESLAT scores shows that most of the students in the 9th grade are either advanced or proficient in terms of proficiency levels in Listening/Speaking (12 out of 13), while the majority (7 out of 13) are at the intermediate level in Reading/Writing. In the 10th grade 9 out of 11 students ranged in the advanced or proficient categories for Listening/Speaking while in Reading/Writing 7 are proficient or advanced. The 11th and 12th grades showed the same trends with most students ranging in the intermediate or advanced categories.

2. Looking at the patterns of modality based on the NYSESLAT the school needs to focus instruction on reading and writing in order to support all the grades. Further data analysis shows that our students struggle the most with reading. Many students also perform poorly on the listening section. We must move the 9th grade students from the intermediate level in reading and writing to the advanced level. We must also work to improve the reading proficiency of all of our ELLs. New students who are administered the LABR and are categorized as ELLs are scheduled for pull-out ESL classes. This year, we had 1 student take the LABR, and his score was proficient.

3. NYSESLAT results are reviewed by the ESL teacher, Nancy Martin. Patterns across the NYSESLAT modalities show us that above all, students must be given more intense reading instruction. This goes hand-in-hand with our overall school goal to improve literacy and to better differentiate in each classroom. School-wide data, which includes ELLs, shows that students in general struggle with reading comprehension on all tests, including the NYSESLAT, Regents, PSATs and SATs. MHVP has therefore made literacy a focus for our weekly PD meetings. Teachers, headed by the ELA department (Martiza Montilla, Michael Lamb, Mathew Blackstone, Samantha Foti), have the opportunity to share literacy and comprehension strategies that can be used in all content areas.

4. a. (1) Student results show that the ELLs are performing poorly on reading comprehension tests. The Scantron and DAR tests shows that the majority of our ELLs across all grade levels are reading below grade level, some by 1 or 2 grades, and some (mostly 9th graders) by as many as 5 grades. DAR and SCANTRON tests are reviewed by Carmen Cordero, Bilingual Special Education teacher, the ESI teacher, Nancy Martin, and the ELA department, Maritza Montilla, Michael Lamb, Matt Blackstone, and Samantha Foti. Our pull-out ESL classes include instruction that will strengthen all four skills, with a focus on reading comprehension and listening. Scantron is administered three times a year in all ELA classes order to monitor student progress and set benchmarks for learning. 4a. (2) Various low-level ELLs have been administered the BRIGANCE reading test in Spanish by the Bilingual Special Education teacher, Carmen Cordero. Results for these students are comparative to their results on the DAR, in some cases the BRIGANCE showed a slightly higher reading level, but by no more than a grade.

b. The results of the Periodic Assessment will be shared with all teachers by the School Leadership team. Targeted activities and instruction that can be used across the content areas, (such as vocabulary boxes, free-writes and reading strategies) will be shared with all of the teachers to ensure that ELLs have the opportunity to strengthen their literacy skills in all content areas.

c. The results of the Periodic Assessment have not yet been processed for this school year. We anticipate that the results will be similar to the NYSESLAT, and will assess the data in the same way. Individual student strengths in all modalities will be analyzed, and results will be shared. The Native Language is used to enhance instruction for our beginner ELLs. The overwhelming majority of our ELLs are more proficient in English Academic Language than they are in their Native Language, which is mostly used colloquially. We have ordered Native Language Books at all grade levels for students to read independently in order to enhance overall literacy.

5. N/A

6. The success of the program is evaluated through the passing rates on the ELA regents, reading and writing periodic assessments, and

the progress made by ELLs on the NYSESLAT. In addition we continually review data such as report cards and the accumulation of credits per year.

Additional Information

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

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

Part VI: LAP Assurances

School Name: Mott Haven Village Preparatory

School DBN: 07X473

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Flavia Puello-Perdomo	Principal		1/1/01
Tameika Pearl	Assistant Principal		1/1/01
Anita Burgos	Parent Coordinator		1/1/01
Nancy Martin	ESL Teacher		1/1/01
Betty Perez	Parent		1/1/01
Carmen Cordero	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Gillian Smith	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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: Mott Haven Village Preparatory	DBN: 7X 473
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: field trips	
Total # of ELLs to be served: <u>32</u>	
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: <u>1</u>	
# of certified ESL/Bilingual teachers: <u>1</u>	
# of content area teachers:	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL After-School Literacy Support Group.

Rationale: The objective of this bi-weekly after school program is to provide literacy and content class support, including vocabulary acquisition and reading and writing instruction for our LEP students through the use of BrainPop, Achieve 3000, and My Access!. For example, if students are learning about the immune system and antibodies in their Living Environment class, then they will read a news article about the flu vaccine through the Achieve 3000 program. This method allows students to both make connections to their content area classes, and improve overall literacy. The Achieve 3000 program focuses on students forming an opinion about a topic addressed in a non-fiction news article, thus addressing important elements of the Common Core Standards. Furthermore, students have the opportunity to gain fundamental background knowledge necessary to thrive in their content classes through the use of BrainPop, which has videos and activities to support learning in both English and Spanish, and other content-related videos and texts. The My Access! writing program is aligned with the New York State Common Core Standards and will be used to strengthen the students' writing skills as well as prepare them for their English and History regents exams. During this time, students will receive small group instruction. Students will be required to use new content-related vocabulary and will regularly engage in group work activities to strengthen and practice vocabulary acquisition. These activities will also serve as a way for students to demonstrate understanding and analysis of social studies, science, math and ELA content .

Subgroups to be serviced:

9th grade: 17 students

10th grade: 7 students

11th grade: 3 students

12th grade: 6 students

Schedule: September through June

Mondays and Wednesdays from 2:50 pm until 4:30 pm

2 hours per week for 34 weeks

Occasional celebratory food and beverages for students (always a great incentive to maintain good attendance)

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

1 teacher, certified in ESOL, Spanish-speaking.

Materials:

Marble Composition Book for Vocabulary

Folders for Worksheets/Reading Graphic Organizers (Achieve 3000)

Markers/Chart Paper for collaborative projects

Brain Pop subscription for ESL teacher

Part B: Direct Instruction Supplemental Program Information

[My Access Subscription for students](#)
[My Access Professional Development](#)

[NYSESLAT April Academy](#)

[Rationale: To strengthen students reading and writing skills in preparation for the NYSESLET exam based on the NYSESLAT data from previous years.](#)

[Description: Activities will be focusing on Test prep, listening passage practice, reading & writing passage practice, writing modeling, forming an argument in writing, proving an argument in writing, reading strategies, vocab work. Each session will focus on a specific strategy.](#)

[Language of Instruction: English](#)

[Service Provider: ELL Teacher](#)

[Frequency of Program: 4 days in April](#)

[Materials: NYSESLAT preparation books](#)

[Duration of Program: 4 Thursdays in April](#)

[ESL teacher: 2 hrs x 4 days x \\$50.19](#)

[Number of Students: 32](#)

[Grade levels: 9th \(17 students\), 10th \(7 students\), 11th \(3 students\), 12th \(6 students\)](#)

[English Regents Prep After-School Academy](#)

[Targeted English Regents Preparation activities will be conducted after school twice a week. The instruction will focus on the writing portion of the exam, specifically paragraph structure, literary element analysis, and various reading comprehension strategies such as identifying cause and effect and using context clues to decipher vocabulary. Practice for the listening portion of the exam will also be conducted. Recent former ELLs who will be taking the English regents for the first, second or third time \(in some cases more\) will also be invited to attend.](#)

[Materials: Teacher-provided worksheets](#)

[Grade levels: 11th grade \(7 students\), 12th grade: 10 students](#)

[Duration of Program: 6 days in January](#)

[Wednesdays and Thursdays in January from 3:00pm to 4:30 pm](#)

[ESL TRIPS:](#)

[Our objective is to build background knowledge for our ELL students to support learning across content areas such as Global and U.S. History. All of the ELLs in the school will be invited to attend each trip, as will recent former ELLs if space allows. These trips, in conjunction with the Achieve 3000 program, will not only provide ELLs with opportunities to build background knowledge, they will also build upon their classroom knowledge and make strong, meaningful connections to the outside world through experiential learning.](#)

[1. Philadelphia, PA Day Trip](#)

[Rationale: Our main objective is to provide U.S. History background knowledge for our ESL students. All students take the U.S. History Regents exam during their Junior Year. Our 11th-grade ELA curriculum is](#)

Part B: Direct Instruction Supplemental Program Information

closely aligned with that of U.S. History, and this visit to Philadelphia will help prepare students for certain required texts, such as Johnny Tremain. Students will visit Independence Hall, Germantown and Fort Mifflin. This experience will allow our ELLs, particularly those who are visual and kinesthetic learners, the opportunity to gain a clear sense of life in colonial and early America. It will also provide a platform upon which students can continue to expand their knowledge in the classroom and prepare for the U.S. History Regents exam. Students will participate in two guided tours at Independence Hall. The first tour is The Liberty Bell: A Symbol for We The People. Students will learn how the broken bell became an icon of ourselves, our country, and the world. Students use interactive projects to learn how this historic transformation took place. The second is entitled Quest for Freedom: Slavery and the Underground Railroad in Philadelphia. Park Rangers will provide an outdoor walking tour that focuses on Philadelphia's significant contributions to anti-slavery efforts in the 18th and 19th centuries.

Subgroups to be serviced: 32 total ELLs (see above for grade breakdown)

2.The New York Historical Society \$10 per student

Exhibits/Tour:

Nueva York: 1613–1945

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

The American Revolution in New York

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

The Underground Railroad

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

11th and 12th grade ELLs, total = 9 students

Industrialization

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

9th and 10th grade ELLs, total = 23 students

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

1. Enacting CCLS Practices to Support Achievement for ELLs in Math

Rationale: Many of our ELLs and former ELLs struggle in Algebra. The passing rate on the Integrated Algebra Regents Exam is extremely low for this group of students. Therefore the ESL teacher will attend this PD that focuses on how to teach mathematical concepts covered in the Common Core Standards to ELLs . The ESI teacher will present the material to the math department.

Teacher to receive training: The ESL teacher is also providing push-in services to ELLs each week, and will implement these new learning practices in the after-school support group as needed.

Title III Teachers schedule of professional development:

Schedule and duration: The first session will be on Wednesday, November 28, from 9:00 a.m. to 3:00 p.m. Subsequent sessions will be offered on the following days: December 12, February 5 and March 8.

Topics to be covered (from PD description): The new Common Core Learning Standards present a challenge as well as an opportunity to our English Language Learners. Meeting this challenge calls for a radical change in how instruction is organized to give ELLs the opportunity to develop a sufficient understanding of the underlying mathematical concepts. This four-day series will prepare you to better serve your ELL students while deepening your core knowledge of teaching mathematics. You will have the opportunity to work with Dr. Ann Shannon, who will show how the five strategies of Assessment for Learning will help ELLs to become engaged in a productive struggle with the intrinsic complexities of mathematics. Participants will also have the opportunity to work with Phil Daro, co-author of the CCLS.

Provider: Office of English Language Learners, DOE

2. My Access! Professional Development

Rationale: Last year, our ELLs had success in reading with the Achieve 3000 reading program and enjoyed being able to keep track of their learning and progress. This year, we would like to add the My Access! writing program to strengthen their writing as well. Our ELLs struggle to achieve the scores they are capable of because it is difficult for them to organize and express their ideas clearly in English. (from the program) MY Access!® is a comprehensive suite that brings superior artificial intelligence and linguistic technologies to the writing process. Students write to assignment prompts (from their extensive bank, or custom created by your educators) while receiving guided feedback along the way to improve the mechanics of writing. After submission, students view a comprehensive breakdown of their

Part C: Professional Development

writing, allowing them to immediately begin the process of revision. Feedback is presented in over six languages, making the application perfect for ELL and ESL deployments. Teachers and administrators are provided an immediate picture of their student's activities and development. Educators are given the tools to differentiate their instruction on a classroom or individual level.

ESL Teacher Professional Development

Duration: Ongoing (packet)

Provider: Vantage Learning (available on FAMIS)

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:

1. Literacy Night. 2 hours in the evening on a school night. Rationale: parents and families will be invited to the school for an evening of literacy orientation. Different activities will be held in different classrooms. The purpose of these activities is to educate parents about the literacy expectations and opportunities here at Mott Haven. For example, one room will be dedicated to educating parents about the Achieve 3000 program and My Access! programs that we are using with our ELLs. Students can sign on and complete activities at home, and we will inform parents of how they can encourage their child to participate. The School Leadership Team, which includes the ESL teacher, Nancy Martin, will send out detailed information in both Spanish and English. Follow up calls will be made by a bilingual staff members, including the parent coordinator and bilingual school aides.

2. Parent Afternoons. Rationale: Parents will be invited to attend one after school literacy support group per marking period. This gives parents an opportunity to come to the school and actively engage in their child's learning. The ESL teacher will meet with parents and students so that students can share what they are learning with parents and the ESL teacher can discuss strategies that parents can use at home to improve their child's literacy, such as retelling parts of their ELA class novel, what they are learning in History class, or sharing exciting parts of an Independent Reading book. Students will also be encouraged to share new math skills with parents. A letter of invitation will be sent home in both Spanish and English. Follow up calls will be made by the bilingual parent coordinator, Anita Burgos and the ESL teacher, Nancy Martin.

Time and Duration: 5 Wednesday Afternoons throughout the school year, from 3:00pm to 4:30pm.

Food and Beverages will be served.

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>ESL teacher, per session</u> <u>After School ESL Support:</u> <u>2 hours per week x 34 weeks</u> <u>@ \$50.19 per hour</u>	<u>Per session for AFTer-School literacy support, NYSESLAT Academy and English-Regents Prep.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		<u>All books and materials are to support ELLs in after-school ESL instruction. Books are both fiction and non-fiction, meant to support learning across subject areas. For example, each year each grade writes a reseach paper. The topics are genocide for the 10th grade, the civil rights movement for the 11th grade and Globalization for the 12th grade. Non-fiction books on each topic will be utilized by the ESL teacher during after-school to assist ELLs in the research portionsof their papers. Math graphic workbooks will support Mathematics instruction. Low-level, high interest novels (Orca series) are meant for students to read to completew their independnent reading journals for all ELA classes.</u> <u>NYSESLAT Prep book is meant for NYSESLAT Prep Academy (School will make copies)</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Laptops and printers are necessary for ELLs to utilize Achieve 3000, My Access! and BrainPop software during ESL after school. Small cart is to store the laptops, printers are for students to be able to print work created for subject-area classes.</u>
Educational Software (Object Code 199)		<u>Software to be used for after-school ESL instruction and literacy support.</u>
Travel	????	<u>Philadelphia, PA day trip</u>
Other		<u>Trip Entrance Fees for Museums and Historical Sites</u> <u>Food and Beverage for after-school and parent events</u>
TOTAL	<u>11, 199.06</u>	