



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE MOHEGAN SCHOOL C.S. 12X067

**DBN (i.e. 01M001):** 12X067

**Principal:** MR. JEFFREY SANTIAGO

**Principal Email:** JSANTIA7@SCHOOLS.NYC.GOV

**Superintendent:** MRS. MYRNA RODRIGUEZ

**Network Leader:** MS. ROXAN MARKS

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jeffrey Santiago	*Principal or Designee	
Loraine Brown	*UFT Chapter Leader or Designee	
Amada Cruz	*PA/PTA President or Designated Co-President	
Migdalia Fontanez	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Marrieta Sanzo	Member/ Principal Designee CSA	
Adrienne Jackson	Member/ UFT	
Dome Peters	Member/ UFT	
Trish Coorado	Member/ UFT	
Ana Rodriguez	Member/ UFT	
Annette Padilla	Member/ Parent	
Luz Casellas	Member/ Parent	
Aimee Suarez	Member/ Parent	
Chenva Petties	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

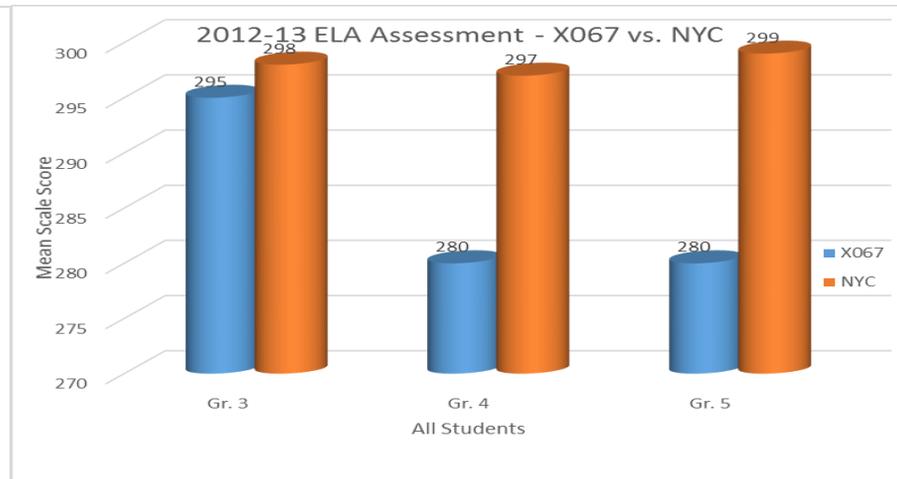
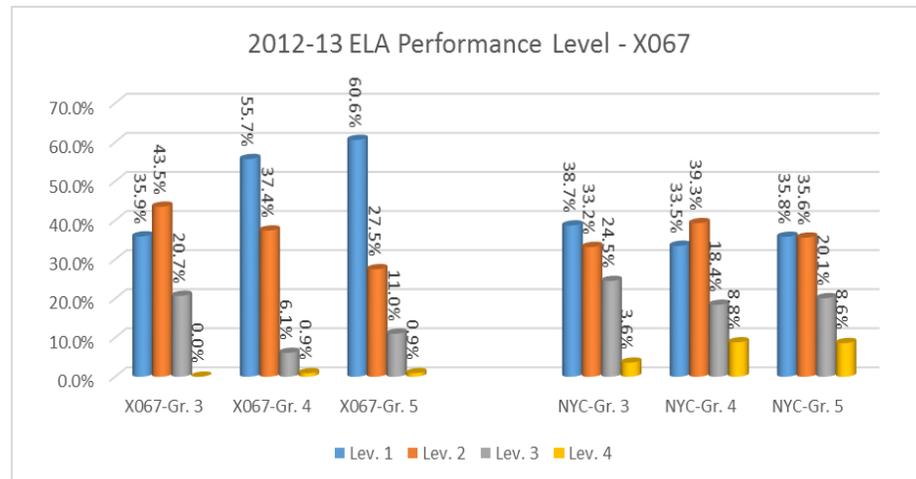
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, a minimum of 18% of our students in grades 3-5 will score at Level 3 or above in ELA, as measured by the NYS ELA exam.

### Comprehensive Needs Assessment

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

- The percentages of our Title I eligible students far exceeds county cut-offs. 89.4% of our students are free-lunch eligible students. In addition, 51 students are STH (Students in Temporary Housing).
- 538 students of registered 704 are Hispanic, and 160 are Black.
- After conducting a thorough data analysis on our 2012-13 New York State ELA performance results, we determined that our third graders scored fairly compared to their citywide peers. Our fourth graders and fifth graders lagged behind their citywide counterparts. Reducing the percentage of level-1 on NYS ELA assessment for fourth and fifth grades is our top priority.
- We examined the item skill analysis for all tested students and found that more than 50% of writing response items did not receive credit. Many items were given only partial credit. We see the deficiencies in writing responses more acutely in grades 4 and 5 than grade 3. (Referenced NYS ELA Item Skill Analysis and Progress Report, performance currently 12.2% of 320 students scored at level 3 or 4.)
- By the same token, student growth will be improved as well, when the number of students meeting proficiencies increased.)



### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

##### 1. Strategies:

- The school will continue improving ELA performance for grade 3 and prepare the students for a more rigorous grade-4 examination.
- Teachers will join administration in examining last year's item skill analysis to see our students' deficiencies and identify the areas that need to be strengthened in their daily instruction.
- Teachers will meet and discuss instructional strategies, reading materials and constantly re-align instructional practices with Common Core Curriculum.

- Increase writing activities and use text-referenced evidence to support their opinions in writing for all curriculum areas.
- Every classroom teacher is providing Tier-I intervention to his/her Level-I and Level II students in their daily instruction. In addition, push-in and pull-out programs are utilized to support level-I and level-II students.
- AIS/ESL and morning programs will provide additional support to the ELL students.
- Provide professional development to teachers including science, cluster, AIS, ESL, and classroom teachers to understand the data, assessment, and alignment between instruction and assessment.
- Teachers are required to submit learning goals for each of their students and to report quarterly. Supervisors will review and discuss with teachers about their students' progress.
- Promoting academic rigor and attend to precision in the classroom is critical to nurture our students in order to receive full credit.
- **Activities:**
  - a. Analyze data and identify students: A workshop or grade meeting will be utilized to develop a deeper understanding of our assessment results to understand why so many students did not receive any credit for writing or received only partial credit. Identify who these students are and how to support them.
  - b. Review instructional materials and reading program and identify the gaps between instruction and assessment.
  - c. Set benchmark to monitor student progress and shared with peers and supervisors. Look into student works and reflect on the instructional strategies. Teachers will meet as a grade including AIS/ESL teachers to revisit the portfolio and assess student needs at the end of each unit (6 weeks). There will be a final review of the student portfolios that will allow teachers to create a needs assessment for the next grade. The portfolios will follow students to the next grade.
  - d. Identify supplementary reading materials and encourage students to visit local library to borrow books, magazines, and use computers in library if it's unavailable at home.
  - e. Use NYS ELA Scoring Rubrics: All students in grades 2-5 should be taught how to use rubrics to score their own writing and be able to articulate why he/she did not score full credit or deserve full credit. <http://www.p12.nysed.gov/assessment/english/ela-ei.html>
  - f. Grade 3 Friday Academy: Students in grade 3 at risk of meeting ELA proficiencies are invited to attend Friday Academy. Friday Academy is an extended day program supporting students who are on brink of meeting ELA proficiencies. Reading and writing will be the focus.
  - g. Saturday Academy: Grades 4 and 5 who did not meet proficiencies in the previous grade are invited to attend Saturday Academy. Our third graders who are struggling, will also be invited to attend.

**B. Key personnel and other resources used to implement each strategy/activity**

- Teachers including classroom, cluster, science, technology, coach, ESL, and AIS will incorporate writing in their daily teaching.
- All teachers in grades Pre-K-5 are invited to attend data analysis.
- Use NYS ELA Scoring Rubrics: Teachers will also demonstrate how they score the writing and justify how the score should be given. <http://www.engageny.org/resource/new-york-state-common-core-sample-questions>
- Grade 3 Friday Academy: 3<sup>rd</sup> grade teachers
- Teachers should model how they think aloud and write their thinking.
- All teachers will incorporate writing in their daily instruction across curriculum areas.
- Saturday Academy: Third, Fourth and Fifth grade teachers who apply the per session posting.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Target Population: All students in grades 4 and 5 scored at level 1 and 2 on 2013 NYS ELA assessment as well as struggling third grade students.
- 3<sup>rd</sup> Grade students: All ELL, SWD, and students might be at risk meeting proficiency on 2014 NYS ELA assessment.
- Classroom teachers/ESL/SETTS Teachers should meet regularly and report to supervisors at monthly meeting.
- Evaluation: Look into student writing portfolio and compared with learning goals and benchmarks
- Set benchmark to monitor student progress: Teachers will meet during weekly grade meetings, weekly extended day meetings and biweekly meetings with Administration to report student progress.

**D. Timeline for implementation and completion including start and end dates**

- Analyze data and identify students: October to early November.
- Review instructional materials and reading program and identify the gaps between instruction and assessment. Monthly meeting: Early November to May.
- Set benchmark to monitor student progress: Every six weeks beginning November to June.
- Identify supplementary reading materials: December, March, and June.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Coaches and administrators will work with teachers closely to provide feedback and align the instruction with pacing calendar.
- Solicit support from network to identify supplementary reading materials and resources.
- Identify reading materials that should be used to supplement and reading list for students to borrow from library and read at home.
- Make ELA Scoring Rubrics user friendly so that students can score their own works.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conduct Parent Reading Workshops to parents four times a year. Parents are required to read to their children in their native language or English and discuss their viewpoints about the selection.
- All services provided to students will inform parents and encourage parents to work with their children closely along with the teachers.
- Workshops and meeting with parents will be provided in English and Spanish.
- Parent Coordinator and Parent Association members will work with parents closely and discuss and share with parents parenting skills and activities for their children.
- Provide parents with a monthly calendar of events and what each grade will be covering for that month instructionally.
- Provide progress reports to parents every (6-8 weeks) to inform them of their child's progress.
- Training or parents in use of ARIS Parent Link.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

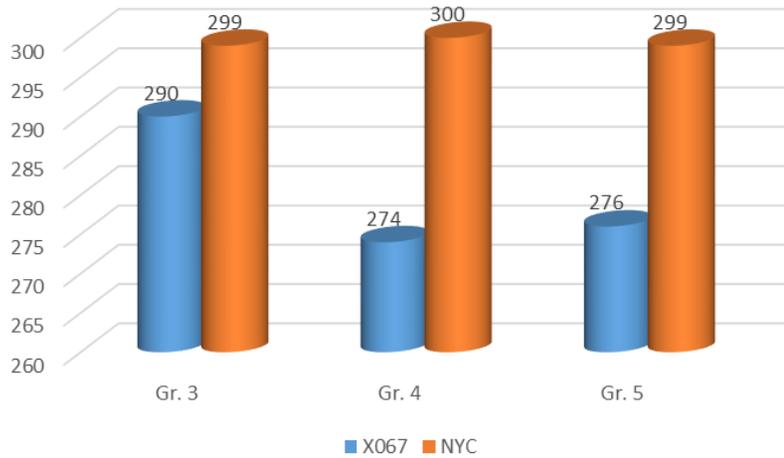
By June 2014, a minimum of 15% of our students in grades 3-5 will score at Level 3 or above in math, as measured by the NYS math exam.

**Comprehensive Needs Assessment**

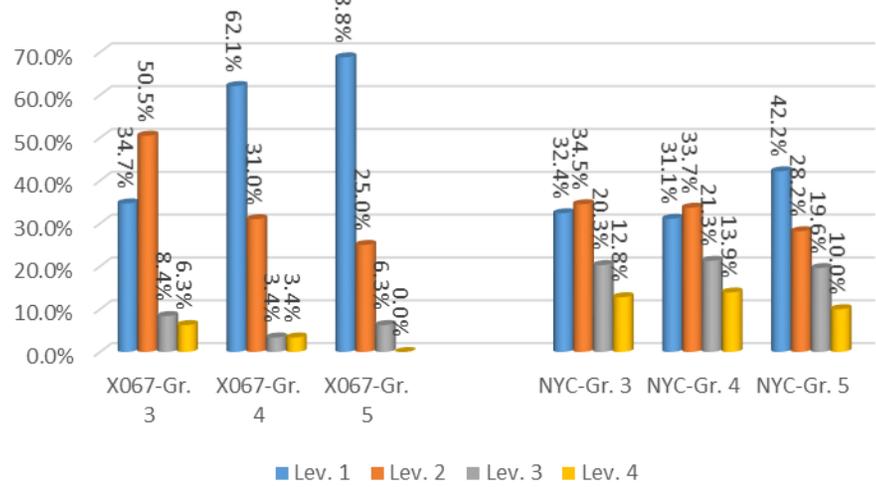
Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- After a thorough examination of the NYS mathematics assessment results, we see large percentages of students in grades 4 and 5 scored at level I.
- After conducting a thorough data analysis on our 2012-13 New York State math performance results, we determined that our third graders scored fairly compared to their citywide peers. Our fourth and fifth graders lagged behind their citywide counterparts. Reducing the number of students in grades four and five scored at level-1 on NYS math assessment is our top priority.
- We examined item skill analysis for all tested students and found that more than 50% of extended-response items did not receive any credit. Many items were only rendered a partial credit. (Addressing Quality Review comment.)
- Referenced by NYS Math results and progress report. For 2012-13 math performance results, 9% of tested students scored at level 3 or above. We can tell from the chart below, especially grades 4 and 5.

2012-13 Math Assessment - X067 vs. NYC



2012-13 Math Assessment - X067 vs. NYC



**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

• **Strategies and Activities:**

- Analyze data and identify students: A workshop or grade meeting will be utilized to develop a deeper understanding of our assessment results. Teachers need to understand why so many students did not receive any credit or received only partial credit for extended response. Identify who these students are and how to support them.
- Review instructional materials and identify the gaps between instruction and assessment.
- Set benchmark to monitor student progress and share the student progress with peers and supervisors. Look into student works and reflect on the instructional strategies. Teachers will meet as a grade including AIS/ESL teachers to revisit the portfolio and assess student needs at the end of each unit (6 weeks). There will be a final review of the student portfolios that will allow teachers to create a needs assessment for the next grade. The portfolios will follow students to the next grade.
- Use NYS Math scoring rubric in every classroom. Teach students how to use the rubrics and evaluate their own work. Rubrics for math assessment can be found in the link: <http://www.p12.nysed.gov/assessment/math/math-ei-13.html>
- Promoting academic rigor and attend to precision in the classroom is critical to nurture our students in order to receive full credit for extended responses.
- Increase using mathematics tools strategically in the daily lesson.
- Increase problem solving and writing explanation in daily instruction.
- Provide more hands-on activities especially in upper grades on the standards of geometry, measurement and data, incorporating fractions.

**Activities:**

- Provide more inter-class visitation opportunities for teachers to learn instructional strategies from each other.
- Push-in program: Include ESL teachers in math classrooms.
- Grade 3 Friday Academy: Students in grade 3 at risk of meeting math proficiencies are invited to attend Friday Academy. Friday Academy is an extended day program supporting students who are on brink of meeting math proficiencies. Problem solving and writing explanation will be the focus.
- Saturday Academy: Grades 4 and 5 who did not meet mathematics proficiencies in the previous grade are invited to attend Saturday Academy.

**2. Key personnel and other resources used to implement each strategy/activity**

- Analyze data and identify students: Classroom, AIS, ESL teachers, network instructional specialist, assistant principal, and principal.
- Encourage teachers to attend citywide common core curriculum instructional training.

- Encourage teachers to share their instructional strategies with their peers and voluntary peer reviews.
- Have teachers teach NYS math scoring rubrics to their students. After each problem solving, each student is required to evaluate their work using the rubrics.
- Grade 3 Friday Academy: Third grade teachers
- Saturday Academy: Grades four and five teachers who apply per-session posting

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- After each band (Unit), teachers will examine student portfolio, unit assessment and use rubric to evaluate student progress.
- If no sufficient progress has been made, teachers will address the findings in the grade meeting and discuss the strategies.
- At least once a month in grade meeting, teachers should look into student problem solving and writing explanation to monitor their progress.
- Examine how their students use rubrics and score their own works.

**4. Timeline for implementation and completion including start and end dates**

- Analyze data and identify students: October to early November.
- Review instructional materials and math program and identify the gaps between instruction and assessment. Monthly meeting: Early November to May.
- Analyzing teaching and learning using multiple lenses: NYC DOE professional development opportunity. (November to June)
- Distribute NYS Math Scoring Rubrics and teach students how to score their own work and understand why they need to receive full credit instead of partial credit. November to June
- Grade 3 Friday Academy: October to April
- Saturday Academy: October to April

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 2013 Assessment Results – PowerPoint, Item Skill Analysis including standards
- Utilize professional development opportunity/monthly teacher meeting time to identify the gaps between Instructional program and Annotated 2013 3-8 ELA and Mathematics State Test Questions. <http://www.engageny.org/resource/new-york-state-common-core-sample-questions>
- Common Core Curriculum guide and instructional program, student works, and student portfolio should be utilized/prepared.)
- Scoring Rubrics: Materials made by teachers or assisted by main office for copying; <http://www.p12.nysed.gov/assessment/math/math-ei-13.html>
- Friday Academy and Saturday Academy will also supervised by administration.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conduct Parent Math Workshops to parents four times a year. Workshops for consumer math and real world math are included in the topics presented to parents.
- Useful math websites will be shared with parents, i.e. <http://pbskid.org>, <http://funbrain.com>, <http://piggybank.disney.go.com/>, etc.
- Teach parents how to look for teachable moment, review basic skills, play math games, etc.
- All services provided to students will inform parents and encourage parents to work with their children closely along with the teachers.
- Workshops and meeting with parents will be provided in English and Spanish.
- Parent Coordinator and Parent Association members will work with parents closely and share with parents parenting skills and activities for their children.
- Provide parents with a monthly calendar of events and what each grade will be covering for that month instructionally.
- Parent resources for NYS ELA and math assessment can be found in the link: <http://www.engageny.org/resource/parent-resources-grades-3-8-ela-mathematics-tests>
- Provide student progress reports to parents every (6-8 weeks) to inform them of their child's progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #3**

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

### Annual Goal #3

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

By June 2014, ELL subgroup will demonstrate an increase of 10% of the subgroup meeting math proficiency on NYS math assessment compared to the 2013 performance.

### Comprehensive Needs Assessment

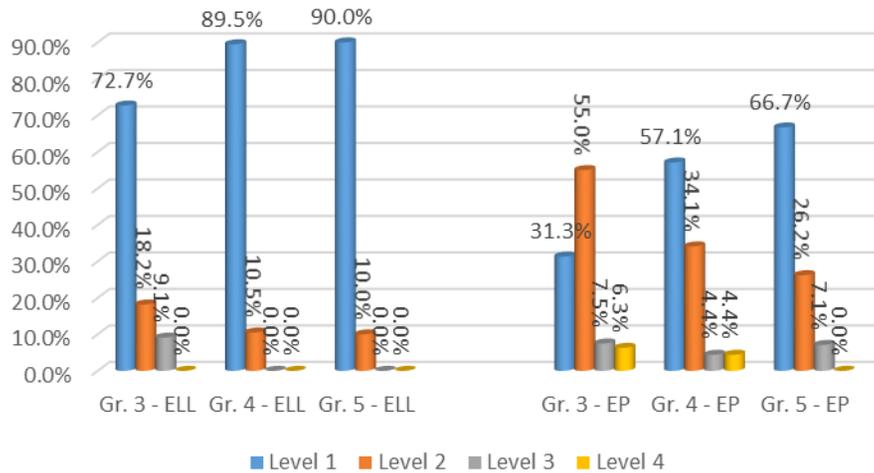
Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- According to our data analysis, we noted that our ELL students declined drastically in NYS Math performance compared with English proficient student population.
- Disparity in math performance between ELL student subgroup and English Proficient subgroup has been amplified.
- We also noted that the disparity widened in upper grades, grade 4 and grade 5.
- From our item skill analysis, we also noted that overwhelmingly percentages of level-1 students received 0 or blank for extended responses. A good percentages of ELL students did not receive any credit or received a partial credit for extended responses on NYS math assessment. (Addressing Quality Review comment as well)

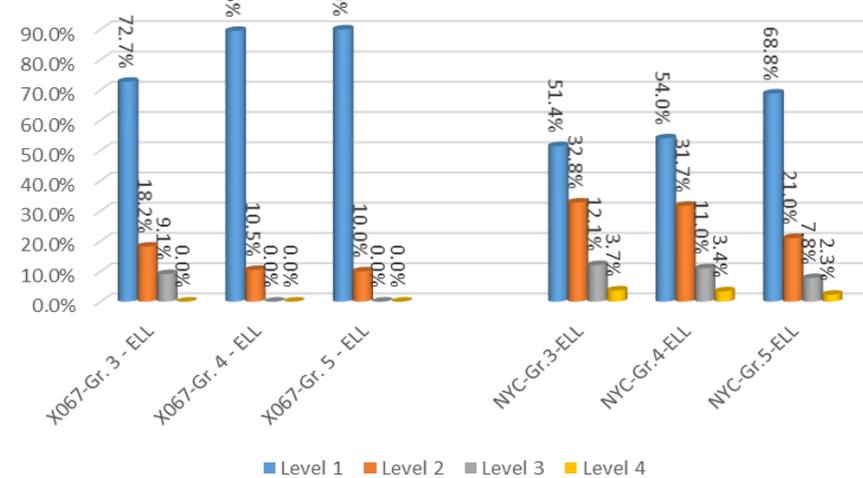
Though ELL students made some progress on NYSESLAT, improving math performance is critical. This year, the school did further analyzed data and noted that ELL students often are SWD as well, their math performance declined more drastically than other subgroups.

In addition, according to progress report, our ELL students (56 students) have lowest Pct. in 75th Growth Percentile, Math, 37.5% Compared with other subgroups.

2013 Math Assessment - ELL vs. EP



2013 Math Assessment - ELL X067 vs. NYC



### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### 1. Strategies/activities that encompass the needs of identified subgroups

- **Strategies and Activities:**
  - Analyze data and identify students: A workshop or grade meeting will be utilized to identify these students and look into their schedule to ensure that these students are not pulled out during the math instruction period.
  - Review instructional materials and identify the gaps between instruction and assessment. Provide additional support or language scaffolding if needed.
  - Set benchmark to monitor student progress and share with peers and supervisors. Look into student works and reflect on the instructional strategies. Teachers will meet as a grade including AIS/ESL teachers to revisit the portfolio and assess student needs at the end of each unit (6 weeks). There will be

a final review of the student portfolios that will allow teachers to create a needs assessment for the next grade. The portfolios will follow students to the next grade.

- Use NYS Math scoring rubrics in each classroom. Teach students how to use the rubrics and evaluate their own work. For math scoring rubrics, see the link below: <http://www.p12.nysed.gov/assessment/math/math-ei-13.html>
- Promoting academic rigor and attend to precision in the classroom is critical to nurture our students in order to receive full credit for extended responses.
- Increase using mathematics tools strategically in the daily lesson.
- Increase problem solving and writing explanation in daily instruction.
- Provide more hands-on activities especially in upper grades on the standards of geometry, measurement and data incorporating fractions.
- Provide more inter-class visitation opportunities for teachers to learn instructional strategies from each other.
- Include ESL teachers in math classrooms or provide language scaffolding.

**2. Key personnel and other resources used to implement each strategy/activity**

- Classroom teacher, ESL, technology teacher, coach, and assistant principal/supervisor.
- Conduct math workshop and incorporate language scaffolding for all teachers who have ELL students in their classroom.
- Teach students how to use bilingual glossary. [http://www.p12.nysed.gov/biling/docs/ele\\_3\\_5\\_math\\_spanish.pdf](http://www.p12.nysed.gov/biling/docs/ele_3_5_math_spanish.pdf)

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- a. Students are able to use rubrics effectively: Students should be able to use rubrics to evaluate their own work and explain why he/she receives only partial credit or no credit. Understand what he/she needs to do in order to receive full credit.
- b. Students are able to evaluate their own works: Have students write their own evaluation and set their own goals.
- c. Students are able to use Spanish Glossary effectively: In grade meeting, teachers will examine if their ELL students are able to use bilingual glossary effectively.
- d. Evaluate student problem solving and identify strengths and areas need to be strengthened.

**4. Timeline for implementation and completion including start and end dates**

- Analyze data and identify students: October to early November.
- Review instructional materials and math program and identify the gaps between instruction and assessment. Monthly meeting: Early November to May.
- Analyzing teaching and learning using multiple lenses: NYC DOE professional development opportunity. (November to June)
- Distribute NYS Math Scoring Rubrics and teach students how to score their own work and understand why they need to receive full credit instead of partial credit. November to June

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Review Spanish Glossary and make copies for each ELL student and explain to them how to utilize Spanish Glossary.
- Distribute NYS math scoring rubrics. Each classroom should have one math scoring rubrics and one ELA scoring rubrics. Each student should be able to explain why and how to receive a full credit for their extended responses/writing.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conduct Parent Math Workshops to parents four times a year in Spanish. Workshops for consumer math and real world math are included in the topics presented to parents.
- Useful math websites will be shared with parents, i.e. <http://pbskid.org>, [funbrain.com](http://funbrain.com), <http://piggybank.disney.go.com/>, etc.
- Share with parents how to look for teachable moment, review basic skills, play math games, etc.
- All services provided to students will inform parents and encourage parents to work with their children closely in Spanish along with the teachers.
- Workshops and meeting with parents will be provided in English and Spanish. Math Spanish Glossary will be shared: [http://www.p12.nysed.gov/biling/docs/ele\\_3\\_5\\_math\\_spanish.pdf](http://www.p12.nysed.gov/biling/docs/ele_3_5_math_spanish.pdf)
- Parent Coordinator and Parent Association members will work with parents closely and share with parents parenting skills and activities for their children.
- Provide parents with a monthly Spanish calendar of events and what each grade will be covering for that month instructionally.
- Provide progress reports to parents in Spanish every (6-8 weeks) to inform them of their child's progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
N/A										

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
4.
<b>5. Timeline for implementation and completion including start and end dates</b>
1.
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1.

**2. Key personnel and other resources used to implement each strategy/activity**

1.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

4.

**5. Timeline for implementation and completion including start and end dates**

1.

**6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	In classroom, teachers will provide tier – I intervention, reading in small group, writing response, interactive writing, writing across curriculum areas	Small group, AIS teachers, SETTS, ESL classroom, tutoring, push-in or pull out depending on student needs	Before the school early-bird program, during the school day Friday Extended Program for grade 3 Saturday Academy for Grades 4 and 5
<b>Mathematics</b>	In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for extended responses	Small group, AIS teachers, SETTS, ESL classroom, tutoring, push-in or pull out depending on student needs	Before the school early-bird program, during the school day Friday Extended Program for grade 3 Saturday Academy for Grades 4 and 5
<b>Science</b>	In classroom, science teacher/classroom teacher will incorporate reading and writing responses in science information text or science fiction stories.	In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for writing responses	During the school day, during the science instructional time
<b>Social Studies</b>	In classroom, teachers will provide tier – I intervention, reading in small group, writing response, interactive writing, writing across curriculum areas	In classroom, teachers will provide tier – I intervention, additional support will be provided to the students who need support for writing responses	During the school day, during the social studies instructional time
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	According to students' I.E.P., services will be provided accordingly	One-on-one or small group according to I.E.P.	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The Office of Teacher Recruitment and Quality (TRQ) regularly hosts online and campus-based informational events for prospective teachers. These sessions are a great way to learn more about teaching in New York City, as well as our Online Teacher Application and hiring process.
<u>Recruiting Teaching Fellow</u> : The New York City Teaching Fellows program is preparing a critical mass of exceptional teachers committed to a better future for the NYC students who need them most.
<u>Recruiting New Teachers via Teacher Finder Portal</u> : Now we are able to recruit most talented and qualified teachers via the Teacher Finder Portal. <a href="https://nyc.teacherssupportnetwork.com/ntf/Home.do">https://nyc.teacherssupportnetwork.com/ntf/Home.do</a>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<b>Principal and Assistant Principal:</b> Principal and Assistant principals will attend network monthly meeting and attend the professional development. Selected teachers will attend the network monthly meeting if the workshops are aimed for instructional practices. <u>ELI Professional Development: (Executive Leadership Institute offered by CSA:</u> <u>Transition from PPR to APPR</u> <b>This informational workshop will guide principal/assistant principal through the new principal evaluation and provide an overview of the components the principal and teacher Annual Professional Performance Review (APPR) as required by NYS Education law, 3012-C.</b> <b>Addressing the Needs of the English Language Learner.</b>
<b>Leaders in Education Apprenticeship Program (LEAP)</b>
<b><u>New Teacher Mentoring</u></b> Teachers who are new to the teaching profession are assigned to a mentor by their principals. Please see <u>DAPS/Mentoring</u> for more information.  <i>Please note:</i> This was formerly known as "Division of Academics, Performance, and Support (DAPS) Mentoring" or "New Teacher Induction." <b>In-school on-going professional development:</b> The school utilizes all the professional development day/opportunities to provide on-going professional development. The network will host professional development opportunities according to our teachers' needs.
<b>PD &amp; Student Opportunities</b> The <u>Professional Development and Student Opportunities</u> pages provide upcoming professional development and student opportunities offered city-wide (opportunities are organized by school level).
<b>New York City After School Professional Development Program</b> All teachers are eligible to take "P" In-Service courses from the New York City After School Professional Development Program. In-Service courses offer teachers high-quality, convenient, low-cost alternatives to college courses that may be applied toward salary differentials and New York State professional development requirements. Courses are designed to improve student achievement through the professional development of teachers. Courses are also offered to secretaries for salary advancement.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our school is a Title I School wide Program school. 90% of our students are Title I eligible students and about 50 students are STH. In addition, 97 of our students are English Language Learners. In order to meet the educational needs of historically underserved populations, we have to conceptually consolidate Federal, State, and/or local funding in order to provide a sound educational program. To meet the intent and purpose of sound programs for our level-1 and level 2 students, we conceptually consolidate Title I, Title III, state fund, AIS, and tax levy.

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Increase collaboration between Kindergarten classes and Pre-K classes; CBO and Pre-K/K programs in our school.
- Social worker will host workshops to inform parents about Pre-K and K program about our school;
- Principal connects day care center with our school and invites children in CBO and parents to visit our pre-k or k programs
- Principal collaborates with Director of the CBO/Day-Care programs to tour the school visiting our cafeteria, library, and classrooms;
- Hosting orientation for families, services CPSE to CSE TURNING 5 MEETING;
- All information sent home in families' language and English.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- The school will use DRA's and monitor our students reading level frequently. The school will conduct workshops to share the information of needs assessments with parents. In addition, the school will also conduct workshops in response to their children's needs.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**Parent Involvement Policy (PIP) Template**

The Mohegan School C.S. 67X in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

The Mohegan School C.S. 67X 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;
- Conduct Parent Reading Workshops to parents four times a year. Parents are required to read to their children in their native language or English and discuss their viewpoints about the selection.
- All services provided to students will inform parents and encourage parents to work with their children closely along with the teachers.
- Workshops and meeting with parents will be provided in English and Spanish.
- Parent Coordinator and Parent Association members will work with parents closely and discuss and share with parents parenting skills and activities for their children.
- Provide parents with a monthly calendar of events and what each grade will be covering for that month instructionally.
- Provide progress reports to parents every (6-8 weeks) to inform them of their child's progress.
- Training or parents in use of ARIS Parent Link.
- Conduct Parent Math Workshops to parents four times a year. Workshops for consumer math and real world math are included in the parent workshops.
- Useful math websites will be shared with parents, i.e. <http://pbskid.org>, funbrain.com, <http://piggybank.disney.go.com/>, etc.
- Look for teachable moment, review basic skills, play math games, etc.
- All services provided to students will inform parents and encourage parents to work with their children closely along with the teachers.
- Workshops and meeting with parents will be provided in English and Spanish.
- Parent Coordinator and Parent Association members will work with parents closely and discuss and share with parents parenting skills and activities for their children.
- Provide parents with a monthly calendar of events and what each grade will be covering for that month instructionally.
- Provide progress reports to parents every (6-8 weeks) to inform them of their child's progress.
- The school will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

Our school, The Mohegan School C.S. 67X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>067</b>
School Name <b>C.S. 67 The Mohegan School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Jeffrey Santiago</b>	Assistant Principal <b>Donna Ferguson</b>
Coach <b>Michael Litt</b>	Coach <b>Maria Pacelko</b>
ESL Teacher <b>Valinie Naraine</b>	Guidance Counselor <b>Sanchez</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Migdalia Fontanez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>710</b>	Total number of ELLs	<b>66</b>	ELLs as share of total student population (%)	<b>9.30%</b>
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## Part II: 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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	2	2	2	2	2	2								12
SELECT ONE														0
<b>Total</b>	2	2	2	2	2	2	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	38	ELL Students with Disabilities	11
SIFE	5	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	49	3	5	9	1	3	8	1	3	66
Total	49	3	5	9	1	3	8	1	3	66

Number of ELLs who have an alternate placement paraprofessional: 1

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-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	5	9	10	5	13	17								59
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1			1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1		3								5
<b>TOTAL</b>	7	9	10	7	13	20	0	0	0	0	0	0	0	66

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	7	4	2	6	3	7								29

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	1	1	0	4	7								13
Advanced (A)	0	5	6	1	6	6								24
Total	7	10	9	7	13	20	0	0	0	0	0	0	0	66

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	6	3		19
4	21	8			29
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		9		2		1		18
4	19		9		1				29
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		3		3		8
8									0
NYSAA Bilingual (SWD)									0

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

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We have historically used ECLAS2 to assess the literacy skills and abilities of all our students in the early grades, Kindergarten through third grade including our ELL students. Analysis of this data reveals the greatest deficiency exists in the phonemic awareness areas of: spelling and decoding. These skills are fundamental to the ability to read and comprehend. Our ELL students need a lot of phonemic instruction and reinforcement to master the sounds and exceptions that comprise the English language. Close analysis of the ELL results reveal the need for phonemic instruction and conversation in great dosage.

However, beginning the fall of 2013 we implemented the DRA reading assessment for all students in K-5. After analysis of the first round of DRA results the following was revealed: 85.7% (6/7) of Kindergarten students are reading on level but 14.2% (1/7) are non-readers. In our first and second grades 100% (19/19) of the ELL students are reading below grade level. In third grade 57.1% (4/7) are non-readers while 42.8% (3/7) are reading below grade level. In fourth grade 61.5% (8/13) are reading below grade level but 30.7% are reading on grade level while 7.6% (1/13) are non-readers. Finally, in fifth grade 73.6% (14/19) are reading below grade level while 15.7% (3/19) are non-readers and 5.2% (1/19) are reading on grade level. We will administer this exam 3 times (October 2013, January 2014 and May/June 2014) to track and monitor student reading levels.

Our ELL students in grades four and five we have traditionally used the NYS ELA and Math test results along with NYSESLAT drive the focus of our ELL instruction. These results are analyzed and used by the classroom teacher as well as the ELL teacher and the SETSS teacher as a guide by highlighting areas of strength and weakness. Analysis of our spring 2013 NYS ELA results revealed a range of results with long term ELLs making greater progress towards attaining grade level expectations. Our analysis revealed 61.6% (26/42) of our former ELLs scored at least a level 2 on the newly Common Core aligned ELA exam, however, 38% (16/42) scored a level 1. The mathematics results for the same group showed 33% (14/42) scored a level 1 while 50% (21/42) scored a level 2 but 16.4% scored in levels 3 and 4. In comparison our current ELL students significantly lower on both exams; on then NYS ELA exam 67.7% (21/31) scored level 1, 9.6% (3/31) scored a level 2 and 22.5% (7/31) were not tested in ELA. The mathematics results for the same group showed 77.4% (24/31) scored level 1, 9.6% (3/31) scored level 2 and 3.2% (1/31) scored a level 3.

The fourth grade ELL students who took the NYS Science exam performed even better on that exam; 7.4% (2/27) scored a level 1, 22.2% (6/27) scored a level 2 and 66.5% (13/27) scored in levels 3 and 4. Based on these results the evidence clearly demonstrates the success of the efforts of the classroom teacher as well as the ESL teacher in the face of a new and more rigorous exam.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels and grades reveal that the most students entering the ESL program at a time are the incoming kindergarten students. While we have only a few students in the upper grades entering the ESL program. Most students taking the LAB-R and scoring as beginners. NYSESLAT data shows that many students are testing proficient while other students are moving up a level on the NYSESLAT. There are students that have not moved.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

NA

4. For each program, answer the following:
  - a. 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?
    - a. Presently we have not kept detailed records of students taking tests in their native language compared to English. We had students use the Spanish version of the NYS Math exam as a reference and guid last spring but we do have the exact number of students who took the exam in spanish. It is therefore, impossible to conduct a valid comparison of students results at this time.
    - b. The ELL Periodic Assessments are given to our students in order for us to have data to drive instruction. Once we get these scores back, we can determine what areas ELLs need more support in. Once the area of need is determined for the student, this information is shared with other teachers to help support this area. The Periodic Assessment allows teachers to give each child support in specific areas. The Periodic Assessment was given to our school last year in order for us to have data to drive instruction. We administered the exam in the in the Fall semester and discovered that many of our long term ELL students were doing well in the listening

section but needed more support with reading and writing in English. We shared this information with other teachers to ensure that teachers would be able to give these students support in reading and writing.

c. We discovered that students who were in the country less than one year needed support with their listening skills. It was very challenging for them to understand and hear the sounds in English. These students were given support by using listening CDs and different computer programs to help them see and hear the sounds at the same time in order to become familiar with them. The Periodic Assessment is also a good indicator of which students will test out of ESL.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our teachers use the results of all classroom assessments as well as teacher observations to monitor ELL progress in English acquisition s measured by their test results and classroom participation. After analysis of this Tier I data teachers place students in small groups, given additional time and type of ESL methods to move into a Tier II phase to address deficiencies. The use of native instruction whenever possible during this Tier II phase is also implemented to ensure students benefit from this intervention. Additional assessments are made to identify student growth and area/s of improvement or continued need. Finally, Tier III interventions are provided by a bilingual educator, ESL teacher, a coach with a strong background in literacy or a SETSS (Special Education Teacher Support Specialist) to provide one to one intensive literacy instruction. Tier III instruction may need to last for a significant period of time to record even minimal progress and to allow adjustments to instruction.

Students who have been instructed with research-based reading interventions that traditionally show improved outcomes may require highly individualized reading instruction that considers other factors such as lack of focus, language and vocabulary development, and behavior problems.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The acquisition of English is the second language and the language of instruction Strategies included and outlined in the curriculum map on all grade levels in addition we've added a column on our lesson plans that address our ELL population. Through the participation in professional development provided by the network and our affiliation with Fordham University through the NYCBE our ESL teacher and administrators are provided with strategies to enable equal access to instruction for our ELLs. English is the second language our students need to hear, practice and master to reduce the achievement gap between their native English speakers and themselves. In our free standing ESL program English is the language of instruction in all our classrooms including the ESL class. Strategies are included and outlined in all our curriculum maps on each grade level to specifically address our ELL students by all teachers on the grade level. In addition we've added a column on our lesson plans that specifically provide a strategy for that lesson that addresses our ELL students.

7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The evaluation of our ESL program is determined by meeting our AYP target annually, AMAO1(Advancement one proficiency level on the NYSESLAT between two consecutive years), AMAO2 (number of students attaining proficiency) and AMAO3 (number of students achieving annual yearly progress on NYS ELA, Math & Science exams) goals set by the New York State Education Department.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon registration, the parents are asked to complete a Home Language Identification Survey (HLIS). This survey is completed and an informal interview is completed between the parent and a fully certified ESL pedagogue (Ms. Naraine). Ms. Naraine conducts the interview, however, if a translator is needed, Ms. Soto, the Speech Teacher is available for translation. All parents or guardians of new kindergarten students, students new to the country or students new to New York City Public Schools are asked to complete the survey. The pupil accounting secretary forwards all surveys to the ESL teacher. The ESL teacher reviews each survey to determine LAB eligibility. If a student is deemed LAB-R eligible, the correct OTELE code is indicated on the HLIS. The ESL teacher administers the LAB-R to students deemed eligible from the surveys within 10 days of registration. If the child shows limited proficiency in English, the child is placed in one of the three language programs based on the parent program option form. Administration of Spanish LAB for Spanish-speaking ELLs is also administered within ten days of registration. This exam is given to see the proficiency level in that child's native language. Additional ATS reports are generated to ensure that all eligible students are identified and tested. Students who are identified as LEP based on the LAB-R results are also administered the NYSESLAT every spring by the ESL teacher and additional pedagogues trained in NYSESLAT procedures. These results are then shared with cluster and classroom teachers in September.

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.  
As our ELLs are identified, information from the EPIC kit goes home to the parents explaining the 3 program choices (Transitional Bilingual, Dual Language or Freestanding ESL). The Parent Brochure, Parent Survey and Program Selection form and Entitlement letter are sent home in the students' native languages or the preferred language as indicated by the parent on the Home Language Survey. All parents are invited to a Parent Orientation meeting in which all 3 program choices are explained in a power point presentation and by viewing the Parent Orientation DVD in their native languages. The orientation meeting is held 2 weeks after school begins. If a parent cannot attend the meeting, the meeting is either rescheduled, the parent is called or another parent brochure is sent home again. These meetings are held periodically throughout the year and as we continue to have new incoming students. At the meeting, the Parent Coordinator is there to provide translation services of our program to the parents. We also show the video in any language that the parent requests providing it is shown in that language. Also, if we need translation for other languages not present, we Department of Education Translation and Interpretation Unit can be contacted for an over the phone translator. Parents that chose a program that we don't offer at our school are provided with the information that they can choose to move their child to another school that offers the program of their choice or remain with the program previously provided. They are also informed that if another program becomes available, they will be contacted.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
On the Parent Survey and Program Selection form, there are spaces to indicate where and when the form should be returned. Alternatively, additional surveys and selection forms are available for the parents to complete during the parent orientation meeting. Copies of these forms are also available during parent/teacher conferences if they had not been returned at that point. All forms are sent home immediately after the student is identified as LEP. There is continuous follow up by the Parent Coordinator when forms are not returned. We have a school team in place which identifies ELLs throughout the school as new admits arrive. On the Parent Survey and Program Selection form, there are spaces to indicate where and when the form should be returned. Alternatively, additional surveys and selection forms are available for the parents to complete during the parent orientation meeting. Copies of these forms are also available during parent/teacher conferences if they had not been returned at that point. All forms are sent home immediately after the student is identified as LEP. There is continuous follow up by the Parent Coordinator, Migdalia Fontanez and the ESL Teacher Ms. Naraine when forms are not returned. Also, classroom teachers also help in assisting to get completed forms returned once they are sent home. These forms are then placed in the ELL binder and kept in a safe place. We have a school team in place which identifies ELLs throughout the school as new admits arrive and ATS reports are run frequently to determine NYSESLAT eligibility. In addition, we review the RLAT report to double check that all eligible students are receiving service.
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.  
Once students are identified as an ELL student, parents are notified through letters sent home. A Parent Orientation Date is set up for parents to come and meet with the ESL teacher. Parents are free to ask all and any questions that they may have about the

letter that was sent home. Parents are shown the video in English and in their Native language to ensure that they fully understand the programs available for their child. Any question that a parent has is carefully answered in order to ensure that parents feel completely comfortable with the entire process. Parents are informed about what programs exist in the school and what programs don't exist in the school (Transitional Bilingual Education, English As a Second Language, and Dual Language). Parents are also informed about transferring their child to another school in order to give that child the option the parent chooses. Parents are then given the Parent Option Forms to fill out at the Parent Orientation Meeting. They are encouraged to fill out the forms there and ask as many questions as they feel necessary. Parents are also informed that they can take the forms home, fill it out at home after discussing it with their family. They can then send the form back with their child where it will be given to the ESL Teacher. These forms are kept in the ELL binder which is locked up in a safe place. Once these forms are returned, Entitlement Letters, Continued Entitlement Letters, Non Entitlement Letters, and Transitional Letters are all sent home with students. Copies of these letters are made and are also put away in the ELL Binder to maintain records for students. If we cannot honor the parent's choice, we inform them of their other options which is indicated in the letter sent home. After all Parent Option forms have been returned, the ELPC screen in ATS is updated within 20 days of receiving this information.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All students that are ELLs are identified and a schedule is put together. Teachers are notified of what students are ELLs in their classroom and how many minutes of mandated ESL they need. An RLER report is pulled frequently to identify any new ELL students entering the school year. A testing schedule is created by the ESL Teacher and Testing Coordinator to make sure all ELL students are identified and to ensure all ELLs take all components of the NYSESLAT. This schedule is aligned to the testing schedule windows for each of the four sections on the exam. There are make up dates in the testing schedule to accommodate any students that are absent. An RLER report is run to determine all students NYSESLAT eligible to ensure everyone is tested.

6. 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.) 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. 
- The trend we are finding is that parents are choosing the ESL option more than any other options. In 2012-2013, 13 parents chose ESL while four parents chose transitional bilingual education and only one parent chose dual language. In 2013-2014, 11 parents chose ESL while one parent chose dual language and one parent chose transitional bilingual education.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - 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])?
- a. Our ELL Program at C.S. 67 implements a pull out ESL program for grades K, 1, 2, 3, 4 and 5. Our ELLs are grouped according to grades and mandated time.
- b. Kindergarten, first and second grade beginner and intermediate students are seen four times a week for two periods a day. Kindergarten, first and second grade advanced students are seen four times a week for one period a day. Third, fourth and fifth grade beginner/intermediate students are seen four times a week for two periods a day. Third, fourth and fifth advanced students are seen two times a week for two periods a day.
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)?

All beginner and intermediate ELLs are serviced two periods a day, four days a week to equal 360 minutes of ESL instruction per week as mandated by CR-Part 154. Advanced Kindergarten, first and second grade students are serviced one period a day, four days a week to meet the mandated 180 minutes per week as mandated by CR-Part 154. Advanced third, fourth and fifth grade students are serviced two periods a day two times a week to meet the mandated 180 minutes per week as mandated by CR-Part 154. All ELLs are serviced by a certified, highly qualified ESL Teacher. The ESL teacher works with the staff to form a mutually accommodating schedule to ensure that all ELLs receive the mandated amount of instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

In our pull-out ESL classroom our ESL teacher employs the Direct Method and Immersion (all instruction is done in English) utilizing the following strategies and approaches: Choral speaking, poetry, reader's theater, and language experience techniques. Reading, writing, and math skills are reinforced focusing on conventions of grammar and usage. Our ESL teacher also uses Sheltered English using the materials listed below manipulatives, Realia; ESL video programs; Rosetta Stone with speech recognition; Santillana: Intensive English Learning System; SRA ELL Photo Library; Dolch List-Grade level appropriate sight words, ELL handbook from Reading Street; Read Write, Edit and Listen and the Common Core Clinics. In addition, instruction includes graphic organizers, TPR (Total Physical Response), and teacher modeling. Scaffolding techniques and differentiation are used to facilitate learning. ELLs are monitored formally through ELL Periodic Assessments and informally by observation. Data is collected by classroom teachers and the ESL teacher. The teachers meet at weekly meetings to analyze data and discuss skills to be taught.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

While the school uses student's native language as a support to further explain tasks and concepts, the only official assessment in the native language is done with the Spanish LAB for Spanish speaking students that are identified as ELLs with the LAB-R.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The ESL Teacher ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by incorporating the four modalities into each lesson plans. The LAB-R is used to drive instruction for incoming students. The NYSESLAT is used to drive instruction for students that have been in the country already. We administer the Fall and Spring Periodic Assessments to continue to monitor student growth and student needs. The ESL teacher discusses with classroom teachers progress that students are making in each modality area.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. To address the needs of students with interrupted formal education (SIFE) teachers offer additional instruction time during their professional preparation periods and 50 minute program that is offered twice a week. The additional instruction time allows the

teachers to target specific areas to help those academic gaps. Appropriate leveled materials for SIFE learning are gathered by the teacher, along with the Literacy and Math coaches.

6b. ELLs in school less than three years are supported by cooperative learning and peer teaching (buddy system) in the classroom. Websites such as Starfall.com are available to the student and to the classroom teacher to help support the student in the classroom. Extended day programs focus on support instruction for ELA and Math. Students also have laptops and I pads to help facilitate the English language development.

6c. There are various intervention programs at this school that provide additional support in ESL, math and other content areas for ELLs receiving services for 4 to 6 years. These students are also offered additional help for 50 minutes two times a week. These students are invited to attend the ESL Breakfast Program and the After School ESL Program to help support them in areas of need. Communication with the classroom teacher is an ongoing process to help these students reach their goals.

6d. Long term ELLs are provided with support to help them learn the language. They are grouped with students at the same level of them to provide them with additional support in learning the language. These students are provided with various intervention strategies to enhance their skills in reading, writing, listening and speaking. These students also receive an extra 50 minutes two times a week to provide support in ELA and Math. These students are also invited to attend the ESL Breakfast Program and the After School ESL Program to help support them in areas of need. The ESL Teacher works closely with the classroom teacher to identify strategies to help these students.

6e. There is a plan in place at C.S. 67 for continuing transitional support for ELLs reaching proficiency on the NYSESLAT. Teachers are made aware of the presence of these students in their classes. They are held to the same expectations as their monolingual peers in their classes. Additionally, extra materials are given to the students' teachers, extra communication is established with the parent and if needed, the students are pulled out for extra help for continuing transitional support. These students are granted the same accommodations as present ELLs on state exams as per mandated NYC testing accommodations for two years following their gaining a proficient score on the NYSESLAT.

7. 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?

The ESL teacher utilizes an interactive smart board for daily lessons with students of all ability levels, especially the intermediate and advanced groups. However, students new to the country are placed with laptops and headset to hear stories in English using the Audio lingual method from the Starfall website. The use of Treasures ESL program which includes photographs and writing prompts is used to aid students in developing writing expression and comprehension. Our ESL teacher communicates with the classroom teachers and service providers to identify areas of weakness students have and in a small group work with grade level materials to reteach content areas of reading and mathematics. The instructional programs we have currently implemented are Common Core aligned; ReadyGen and GoMath each have specific strategies identified in each lesson to address ELL students to gain understanding of the concept and topics taught.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have curricular maps created by teachers and administrators on every grade level which reflect specific ELL strategies per lesson. Our ESL teacher then meets weekly with classroom teachers to update them on student progress based on the instructional focus of the week. Our ELL-SWD student goals are reviewed and used as a guide in lesson planning for specific grade and ability levels with multiple entry points for all students to access the concept being taught. All tasks are completed and taught in English by the ESL teacher, students are grouped according to ability across grade bands for example K,1 & 2 beginners and intermediates are one grouped together to provide appropriate instruction and meet mandated time requirements.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English

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

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

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. 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.

Our ELL students who took the New York State English Language Arts exam as well as those ELL students who will take the exam for the first time in spring of 2014 are enrolled in our 50 minute extended day program. This program is taught by licensed teachers in the content of literacy in English. Students are in groups of no more than ten for general education individuals and groups of no more than 5 for students with disabilities. Through the size of the groups students are given more individualized attention and feedback on their work and support in breaking down the task. We have taken this targeted instruction further this year by placing all students who will take the NYS ELA for the first time in 2014 regardless of the grade into one group with our ESL teacher. We will continue to offer an after-school program for our advanced students in grades 3-5 to better prepare them for the NYS ELA exam especially in the area of writing.

Program	Subject	Language	Duration
50 Minutes	ELA & Math	English	Sept. 2013– June 2014
After-school	ELA & Math	English	Jan. 2014-April 2014
Saturday school	ELA & Math	English	Nov. 2013-March 2014

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The NYS Education Department did not officially release NYSESLAT results this year and therefore we have relied heavily upon our NYS ELA and Mathematics results to help determine the effectiveness of our ELL program in face of the new CCLS exams administered for the first time spring of 2013. These spring 2013 NYS ELA results revealed a range of results with long term ELLs making greater progress towards attaining grade level expectations. Our analysis revealed 61.6% (26/42) of our former ELLs scored at least a level 2 on the newly Common Core aligned ELA exam, however, 38% (16/42) scored a level 1. The mathematics results for the same group showed 33% (14/42) scored a level 1 while 50% (21/42) scored a level 2 but 16.4% scored in levels 3 and 4. In comparison our current ELL students significantly lower on both exams; on then NYS ELA exam 67.7% (21/31) scored level 1, 9.6% (3/31) scored a level 2 and 22.5% (7/31) were not tested in ELA. The mathematics results for the same group showed 77.4% (24/31) scored level 1, 9.6% (3/31) scored level 2 and 3.2% (1/31) scored a level 3.

The fourth grade ELL students who took the NYS Science exam performed even better on that exam; 7.4% (2/27) scored a level 1, 22.2% (6/27) scored a level 2 and 66.5% (13/27) scored in levels 3 and 4. Based on these results the evidence clearly demonstrates the success of the efforts of the classroom teacher as well as the ESL teacher in the face of a new and more rigorous exam.

11. What new programs or improvements will be considered for the upcoming school year?

Every year at CS 67, current ESL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. After speaking to parents at the parent orientation meetings and parent/teacher conferences, the ESL teacher assess the parents' articulated feelings in regards to the education of their ELL child. It has been found that parents overwhelmingly prefer the current freestanding ESL program that is in place. In the past, a dual language program was considered in the school, however the number of ELLs along with parent support was not sufficient to support this type of program. In addition, we would like to offer an afterschool program for parents who want to learn English and gain English Language proficiency with our ESL teacher, this consideration is based on the availability of funding to provide these additional services.

12. What programs/services for ELLs will be discontinued and why?

We would discount our after-school program for the ELLs due to the lack of participation last year. After reaching out to parents of students who were in need of the additional support and instruction without the intended outcome we may discount the program for this school year. However, we will continue to host 50 minute program, AIS intervention with either the SETSS or IEP teacher.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students are afforded the opportunity to participate in as after-school and Saturday programs. Since our language of instruction is English because we offer a free-standing ESL program all our teachers are qualified to instruct in all content areas under their Common Branch license. We utilized the Treasures ESL program which address all modalities of the NYSESLAT program to supplement instruction which takes place during the school day. Students are also offered the

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Presently we have implemented the use of ReadyGen for reading and GoMath for mathematics, each program is Common Core Learning Standards aligned and have specific strategies for ELLs in each lesson. In addition the GoMath program has an extensive RTI which includes additional strategies and materials to reteach and extend based on students' ability. We have the Treasures program for intervention services. Students who have limited English vocabulary work with an iPad to hear stories and articles read to them to facilitate their ability to hear, mimic and acquire and build upon their English acquisition.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The ESL teacher used the data from the NYSESLAT to group students across grade bands based on ability such as 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade advance students are instructed together to address time and ability mandates.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We offer parent orientation sessions throughout the school year based on curriculum needs.

18. What language electives are offered to ELLs?

Not applicable

19. For schools with dual language programs:

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

Not applicable

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. ELL teachers are regularly invited to attend district and Network training sessions specifically directed toward the effective instruction of ELLs throughout the 2013-2014 school year. These trainings may include topics related to compliance issues for the school, ELLs, or ESL instruction, literacy and content area instructional practices for ELLs, assessment analysis for ELLs, and best school wide practices for ELLs based on the ESL standards and Common Core Standards.
  2. ESL Teachers are routinely encouraged to attend trainings by the administration and are given an opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.
  3. Support for ELLs transitioning from elementary to middle schools is provided by the school's bilingual social worker. She routinely discusses middle school choices with all transitioning students including ELLs and those with special needs. Students are also invited to Open Houses at various middle schools.
  4. To implement the 7.5 hours of ELL training for teachers of our LEP/ELL population, staff attend a variety of workshops pertaining to scaffolding instruction for LEP/ELLs via ARIS. Additionally, classroom teachers attend workshops that increase student engagement in the classroom, utilize various techniques on vocabulary-building, enhance reading comprehension, build students' stamina for writing, and strategies to prepare students for the NYSESLAT and other state tests.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Parent involvement at The Mohegan School/CS 67 includes, but is not limited to; participation in monthly PA meetings. Parents are notified of meetings via letter which is published in both English and Spanish and is distributed as the need arises. As stated earlier, parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child's progress in school and more specifically in ESL. Contact and communication with parents is also established through our bilingual parent coordinator who reaches out and talks extensively with the parents of ELLs. All parents invited to school at the beginning of the year for a "meet and greet." Teachers meet with parents in classroom to explain the grade expectations; the curriculum in each subject area and the grading system; school policies regarding class work, supplies, homework, discipline and uniform and the Fifty minute and the ESD program. Teachers will also suggest strategies to help their child (children) at home. The purpose is to help parents help their children to learn and work effectively, as well as to establish and maintain positive relationships between students, parents, and teachers as the children progress through the grade levels.
  2. Specific information regarding outside agencies and Community Based Organizations can be regularly obtained by parents through our parent coordinator. The school has partnerships and established relationships with several community organizations including Mary Mitchell Bronx Lebanon and Kips Bay Boys and Girls Club.
  3. Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff. In addition, the parents of ELLs specifically are encouraged to fill out a survey following the receipt of information at our parent orientation meetings. This is used to evaluate whether parents understand the academic choices available to ELLs and whether or not they feel comfortable with the choice they have made. Also, many steps are taken to ensure that parents fill out the school survey distributed by the Department of Education, the results of which are published and made accessible to school staff.
  4. In the past, parents of ELLs were offered classes to learn English or work on perfecting their English language skills. We are hoping to offer this program again in the future as the budget allows. For the time being, information regarding outside agencies and Community Based Organizations can be obtained through our parent coordinator. Additionally, the ESL staff regularly lends out books, supplies and useful English websites to students and parents who express an interest in working on their language skills at home.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **12X067** School Name: **C.S. 67X- the Mohegan School**

Cluster: \_\_\_\_\_ Network: **401**

**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**

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

During registration, home language surveys are distributed to parents/guardians to determine the parent's dominate language. In addition, parent meetings, such as Open House and Curriculum Night, verbal inquiries were made to determine the parent's dominate language.

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

A review of the student population revealed the following demographics: Hispanic 73.94%, American Indian 0.04%, Asian 0.04%, Black 24.65% and White 0.28%; the majority of our parents are hispanic. To maintain open communication between the school and the home we routinely translate all documents to ensure all parents and students are informed of all forms of changes and policies school-wide. Through the vehicle of the School Leadership Team these demographics were revealed and a commitment made by the principal to create an open and transparent dialouge between home and school.

## Part B: Strategies and Activities

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

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

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

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

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

The school provides non-English speaking parents a copy of the Bill of Parents Rights and Responsibilities which include their rights regarding translation and interpretation services. Additionally, the school displays in a conspicuous location (near the interior front entrance of the school) a sign in Spanish indicating the availability of interpretation services. The school's Parent Handbook is translated and contains procedures for ensuring that parents in need of language assistance services are to get the information and support they need without language being a barrier.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 34
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

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

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

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

### Part C: Professional Development

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

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

Begin description here:

To improve teacher effectiveness we have conducted a survey to identify instructional areas where teachers need support which will enhance instructional excellence and improve student achievement.

### Part C: Professional Development

Furthermore, we have formed a partnership with NYS/NYC Regional Bilingual/ESL-Resource Network of Fordham University to conduct workshops to enhance classroom practices which target our ELL students. All classroom teachers will be invited to attend these professional development sessions to offer equal access to learning for our ELL students.

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

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

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$11896

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

**Part E: Budget**

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

Allocation Amount: \$11896

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>	\$11,895.14	