



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MOTT HALL SCIENCE AND TECHNOLOGY ACADEMY
DBN (i.e. 01M001): 9X454
Principal: DR. PATRICK AWOSOGBA
Principal Email: PAWOSOG@SCHOOLS.NYC.GOV
Superintendent: MRS DOLORES ESPOSITO
Network Leader: MRS. MARGE STRUK

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
Dr. Patrick Awosogba	*Principal or Designee	
Jaymey Hernandez	*UFT Chapter Leader or Designee	
Josephine Ofili	*PA/PTA President or Designated Co-President	
Zoraida Rivera	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	
Stany Leblanc	Member/	
Blanca Flores	Member/	
Mercedes Camacho	Member/	
Kimberly Sherwood	Member/	
Jennifer Lopez	Member/	
Marcia Thomas	Member/	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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, all staff will demonstrate progress towards developing the skill to utilize diverse student level data to drive instructional improvement

Comprehensive Needs Assessment

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

We have a large ELL and IEP student population and several of our general education students read two grades below grade level. As a result, we make instructional decisions throughout the year using summative and formative assessments to target and group students for interventions. We need to do a better job of individualizing instruction for all students based on their data.

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

- Teachers will participate in bi-weekly professional development focused on the common core standards and international baccalaureate learner profile, area of interaction and assessment.
- Subgroup data will be disaggregated for PD during grade, content and core teams.
- Lesson plans will be reviewed in teams and next steps created.

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

- Generation Ready Consultants
- Grade Team Leaders
- Literacy Coach
- IB Consultant

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

- Review of subgroup data after each periodic assessment
- Consistent and on-going review
- Revision of unit and lesson plans

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

1. September, 2013 – June, 2014

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

- All staff will be assigned core teams for inquiry and collaborative work with colleagues.
- Generation Ready Consultants will have six to eight staff assigned to each of them for on-going professional development support.
- New teachers are assigned mentors.
- Lead teacher classes are designed lab sites.
- All professional development activities will be supported by title 1 and tax levy funds

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).

- Provide professional Development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- We will provide materials and training to help parents work with their children to improve their achievement levels in literacy, math and the use of technology

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	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 #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.

- All staff through teacher teams will improve instructional practices to increase the percentage of students on levels 3 & 4 and reduce the percentage of students on levels 1 & 2 by 5% including all subgroups on the statewide assessments

Comprehensive Needs Assessment

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

- Our need is a school-wide initiative consistent with learning outcomes for all students, time in the classroom, grouping of students and academic rigor and relevance of instruction.
- Specifically, we are engaging in on-going discussion about how to sustain our routines, instructional practices and learning environment to meet grade level expectations in all subjects for all students

Instructional Strategies/Activities

Describe the research-based 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.

- Strategies/activities that encompass the needs of identified subgroups**
 - Train new staff in the Danielson framework; teachers will collect data in identified classes for evidence of inquiry learning
 - We will provide after school literacy and enrichment programs; We will review students' periodic assessment data and create re-teach plans as needed
- Key personnel and other resources used to implement each strategy/activity**
 - Principal, Literacy Coach and Lead teachers will lead data analysis.
 - Teacher mentors will support the writing of re-teach plans.
- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - Review of re-teach plans
 - Evidence of the incorporation of re-teach strategies
 - Improvement in the quality of lesson and unit plans
- Timeline for implementation and completion including start and end dates**
 - September 2013 – June 2014
- Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - Teacher schedule allows common time for grade, content, department meetings for inquiry work and team planning.
 - Teachers also use their preparatory time for classroom intervisitation

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).
Common Core and International Baccalaureate Parent workshops

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	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.
Title 1 and 3 funds

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, seventy five percent of teachers will be effective in teacher practice based on the Danielson rubric in engaging students in learning

Comprehensive Needs Assessment

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

- Writing is a challenge for several of our students based on their performance on the short response section of the periodic assessments. In addition, only 15.2% of our students are proficient on the Spring 2013 Common Core ELA test while most of them scored on level 2. We would like to use technology as an instructional tool to improve our students' critical thinking skills. In addition, we will adopt domain 3 of Danielson for this goal

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**
 - We will collaborate with Generation Ready to provide bi-weekly PD for teachers.
 - Mentor support for struggling teachers
 - Consistent classroom visits with on-going feedback using Danielson rubric
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Generation Ready Consultants
 2. Mentors and Lead Teachers
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
6. One on one check in with teachers; mid-year review of performance; Review of sample student work
- 4. Timeline for implementation and completion including start and end dates**
 1. Sept. 2013 – June 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - Teacher Prep time will be used for one on one check in.
 - Cabinet time will be used for review of teacher growth from lead teacher report; grade teams will be used for common instructional growth areas.

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).

- EPIC (Every Person Influences Children workshops
- Curriculum & Literacy Nights
- Parent Newsletters; Technology Workshop

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	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.
 Title 1 and 3 funds

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.

- Support staff capacity to prevent disciplinary problems and create a respectful, collaborative and team based classroom and school culture

Comprehensive Needs Assessment

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

- We are a fifth year school with four hundred and twenty one students strong. In our first year, we logged six infractions in OORS. The number of infractions doubled in our second year and continued to increase through our fourth year. While this increase might be due to the increase in the number of students, we believe we need to do a better job of supporting our staff so they can create a classroom environment conducive to learning.

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.

- Strategies/activities that encompass the needs of identified subgroups**

- The principal addresses school wide core values throughout the school year especially during our daily community meetings.
- We will reinforce school wide code of conduct during advisory; we will create service learning groups for positive reinforcement of school core values.
- We will train our new staff and continue to support our veteran staff on effective classroom management strategies

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

- All members of our school community will be involved in implementing our strategies in this area. We will use our AVID resources for our advisory

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

- We review our OORS report monthly to assess need areas.
- We also review the number of disciplinary referrals monthly and follow up as needed

- Timeline for implementation and completion including start and end dates**

1. Sept. 2013 – June 2014

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

1. We commit three days of advisory per week to this work and we will use our tax levy fund to support our advisory program

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).

- We offer limited English proficient parents Spanish translation services.
- We provide on-going parent notification of infractions and daily attendance report. Parents receive EPIC workshop on effective parenting strategies

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

Title 1

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.

- Strategies/activities that encompass the needs of identified subgroups**

6.

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

1.

- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

- Timeline for implementation and completion including start and end dates

1.

- 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.

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

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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	I-Ready literacy; AVID Study Skills; Code X literacy Program for grades 6-8	Push-in; Pull Out for grades 6-8	During the day; After school; Saturdays for grades 6-8
Mathematics	I-Ready Math; AVID Study Skills; CMP3 Math for grades 6-8	Push-in; Pull Out; Small Group for grades 6-8	During the day; after school; Saturdays for grades 6-8
Science	Project Based Instruction for grades 6-8	Small Groups for grades 6-8	During School for grades 6-8
Social Studies	Project Based Instruction for grades 6-8	Small Groups for grades 6-8	During School for grades 6-8
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One on One; small group as indicated in IEP; Case studies for grades 6-8	Pull Out for grades 6-8	During School for grades 6-8

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

- 3. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Partnership with the NYC Teaching Fellows, Math For America. Creation of a personnel committee; review of resumes and phone interviews; in person interview and lesson presentation

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).
We will use our twice yearly retreat to engage staff in common core learning. In addition, we will provide the following: Mentoring, Lead Teacher and Consultant support; classroom inter-visitations and lesson video taping;

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have just a few students, about four in temporary housing. The problem we have is strictly about attendance and we get the service of an attendance teacher who monitors their progress regularly

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.).

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.
Our assessment core team makes recommendations about assessment to the principal. The recommendation is presented to the entire faculty by the principal and the issue is discussed and finalized

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.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 09	Borough Bronx	School Number 454
School Name Mott Hall Science & Technology Academy		

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 Dr. Patrick Awosogba	Assistant Principal Ms. Marcia Thomas
Coach type here	Coach type here
ESL Teacher Ms. Miriam Ruiz	Guidance Counselor Ms. Brenda Rodriguez
Teacher/Subject Area Ms. Jaymie Hernandez, TBE	Parent Josephine Ofili
Teacher/Subject Area Ms. Dylan Hass, Science	Parent Coordinator Ms. Sonja Fernandez
Related Service Provider type here	Other Ms. Alyssa Wilday, P.E
Network Leader(Only if working with the LAP team) type here	Other Ms. Yoshie Otomo, ELA

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently	4	Number of certified NLA/foreign language	2	Number of teachers who hold both a bilingual extension and ESL	1

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	418	Total number of ELLs	71	ELLs as share of total student population (%)	16.99%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school

Check all that apply

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

This offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Push-In														0
Pull-out							1	1	1					3
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	20
SIFE	7	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	15

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	22	4	1	9	0	3	5	0	1	36
Dual Language										0
ESL	12	2	0	13	1	9	10	0	6	35
Total	34	6	1	22	1	12	15	0	7	71

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	13	12					36
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	11	13	12	0	0	0	0	36

*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
TOTAL	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
TOTAL	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							10	12	1					23
Chinese														0
Russian														0
Bengali							1		1					2
Urdu														0
Arabic								1						1
Haitian														0
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3	2					7
TOTAL	0	0	0	0	0	0	13	18	4	0	0	0	0	35

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)							4	4	4					12
Intermediate(I)							5	4	5					14
Advanced (A)							14	23	8					45
Total	0	0	0	0	0	0	23	31	17	0	0	0	0	71

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	3	0	0	16
7	16	9	0	0	25
8	13	0	0	0	13
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									0
4									0
5									0
6	13	0	4	1	0	0	0	0	18
7	13	0	12	0	3	0	0	0	28
8	11	0	3	0	0	0	0	0	14
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)	3	4	7	5				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
 All incoming 6th grade students, including ELLs, complete benchmark literacy and math assessments during summer orientation and in the first week of instruction. This data is supplemental to ELA, Math, and NYSESLAT assessment results from the prior spring administration, and forms a current picture of our incoming students. The READ180 program uses periodic Scholastic Reading Inventory assessments to determine student baseline and growth on lexile levels. Analysis of these assessment tools forms the basis for classroom assignment, ESL push-in instructional schedules, and in-class instructional grouping. This year, 13 incoming 6th grade ELLs had scored level 1 on the spring ELA administration, which prompted the development hetero- and homogenous instructional groupings in ESL to ensure that students' literacy needs were addressed.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 LAB-R and NYSESLAT data revealed that the majority of the ELLs at MHSTA are advanced: 7th grade (74% advanced, 13% intermediate, 13% beginner), 6th grade (18% beginners, 21% intermediate, 61% advanced), and in 8th grade (29% intermediate, 47% advanced, 24% beginner). Overall, more ELLs have been receiving service for 0–3 years (47%), followed by those with 4–6 years of service (31%), and those with more than 6 years (22%). Our demographics present an additional challenge: 28% of ELLs overall have IEPs (34% of 6th grade ELLs, 23% of 7th grade, and 29% of 8th grade ELLs). These data highlight the need for intensive, needs-based instructional strategies to facilitate proficiency attainment, while addressing additional needs of ELLs receiving special education and resource services.
- 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 [AMAo tool](#))
 The AMAOs data shows that an adequate amount of ELLs are making progress at MHSTA. Of the 47% required by AMAO 1, 48% of our students either moved up in their language proficiency level or increased their scaled score by 43 points. Of the 13.7% required by AMAO 2, 17% students became proficient. Our school uses this data to modify instruction to meet the language needs of our students. Teachers scaffold their lessons according to students’ language proficiency levels to make content and language comprehensible to all our students.
 These data strongly indicate that our students are attaining oral and aural language proficiency before literary proficiency, and highlights the need for more needs-based instruction in reading and writing. MHSTA focuses on building academic skills in all classes, for all students, by incorporating the use of Socratic seminars and

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

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?

4 a) What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Students in TBE classes were able to use the 2013 NYS math assessment in Spanish and could choose to answer in English or Spanish. Only one 6th grade students chose to use the Spanish test and got a 2 on the test. Students in ESL classes had access only to English versions of the test (there were 3 beginner students taking NYS Math in spring 2013). Results showed that for current 6th and 7th and 8th graders in English, more students scored level 1 (56%, 41%, and 64% respectively). This shows that, overall more targeted math instruction is needed to bring scores to a higher level. Our bilingual and ESL math instruction must more effectively meet the math learning needs of our students. Last year two bilingual math teachers worked with TBE students. This year, in addition to bilingual language skills, math teachers have push-in support from a bilingual teacher to enable more effective grouping and materials. Also, the school will begin to use I-Ready, an online program for math intervention.

Students in TBE programs also complete the Examen de Lectura en Espanol (ELE). The following compares ELA and ELE scores, for students who completed these exams in Spring 2013:

Level 1 English: 100% 6th graders, 55% 7th graders, 67% 8th graders

Quartile 1 Spanish: 0% 6th graders, 0% 7th graders, 85% 8th graders

Level 2 English: 0% 6th graders, 45% 7th graders, 33% 8th graders

Quartile 2 Spanish: 0% 6th graders, 9% 7th graders, 0% 8th graders

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

Quartile 3 Spanish: 100% 6th graders, 36% 7th graders, 15% 8th graders

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

Quartile 4 Spanish: 0% 6th graders, 55% 7th graders, 0% 8th graders

The data show that overall, more ELLs in TBE classes score at the lowest level in both English and Spanish literacy assessments. Significant proportions of ELLs in each grade scored levels 3 or 4 in Spanish literacy, explained by the number of recently arrived Spanish-speaking ELLs taking this test. Longer term ELLs taking the Spanish literacy exam had lower scores. This clearly supports our identified need to build both ELA and NLA programs, using shared curricula to address the same skills in both languages, increasing English instruction as proficiency increases.

ESL Program:

There were no non-Spanish speaking students who required native language translation in the Spring 2013 Math test. Translation services will be made available in the event a new student joins MHSTA before the next administration. The following notes ELA levels for ESL program students completing this exam in Spring 2013:

Level 1: 72% 6th graders, 67% 7th graders, 100% 8th graders

Level 2: 28% 6th graders, 33% 7th graders, 0% 8th graders

Level 3: 0%

Level 4: 0 %

As with students in TBE classes, ELLs in ESL programs scored level 1 more often, and no current ELLs scored level 3 or 4. Former ELLs from ESL programs did score at higher levels. This supports our identified need for intensive, targeted ELA instruction to ensure more ELLs advance to level 3 and NYSESLAT proficiency. To address this need, we have acquired additional READ180 and IReady licenses and increased the use of small grouping using the Milestones language learning series to ensure needs-based, rigorous instruction. Read180 and Milestones are both research-proven to increase reading skills for ELLs and other students reading below grade level. In addition, ESL students attend extended day programs for an additional 45 minutes of literacy instruction, twice weekly.

4 b) Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

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

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

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

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

4 c) What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

To date, we have completed 4 years of school-wide periodic assessments (PA) in all subject areas (ELA, math, social studies, science, Latin, Spanish, and art) and data was analyzed for student performance. In the TBE program, students were able to use native language versions of the math assessment. In the ESL programs, students have access to bilingual dictionaries in all Periodic Assessments, and bilingual glossaries in math, science, and social studies. Native Language instruction is an integral part of the TBE program, and used to support English and ESL instruction for all other ELLs, in all classes, to the extent possible. Over last year we found that progress on the periodic assessments in ELA and history were a strong predictor of achievement on the spring NYSELA exams, and the NYSESLAT. We will monitor student progress this year, and adapt instruction accordingly to target areas of greatest learning need for our students.

5. 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](#).)
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' native languages are considered a tool to support all ELLs' language development at MHSTA. ELL language information is a vital part of curriculum planning in our school. Teachers create heterogeneous and homogenous groups in their classrooms to support students' language proficiency in both languages (TBE Program). Every lesson contain language and content objectives to ensure that students continue to develop their native language. Content area teachers use texts in students' native language to help them access the content. Bilingual libraries are also provided throughout the year to support students' language enrichment in both languages.
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?
 Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
In both TBE and ESL programs, success will be gauged by progress on state assessments and student performance on formative in-class assessments for the READ180 and Milestones programs. Also, our target is achievement of AMAOs, as follows: 1) annual increases in the number or percentage of LEP/ELLs making progress in learning English (increasing at least 43 total scaled score points, or increasing a proficiency level, on each annual NYSESLAT administration); 2) annual increases in the number or percentage of LEP/ELLs attaining English language proficiency; and 3) adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics.

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 enrollment, potential ELLs are identified by conducting an informal oral interview, in English and/or native language, to complete the HLIS survey. The interview is conducted by ESL or bilingual staff in English and Spanish, and NYDOE translation services are called if translation services are needed for other native languages. Initial student class placement is based on this interview, and confirmed after LAB-R testing by ESL or bilingual staff within 10 days of enrollment. Spanish-speaking students are administered the

Spanish LAB if determined to be eligible based on LAB-R results. Upon confirmation of ELL status, parental notification explaining placement and procedures are sent in the native language. All ELLs complete the annual NYSESLAT assessment to measure progress towards English language proficiency. NYSESLAT eligibility is determined by the RLER report in ATS. Testing is scheduled and coordinated by the ESL coordinator.

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

Miriam Ruiz, ESL Teacher/Coordinator, K-12 ESL certification, Common Branch certification with bilingual extension

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

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

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

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

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.
Parent orientation is conducted by ESL or bilingual staff at the time of first enrollment, in the native language by staff (if Spanish) or NYDOE translation (for other languages). At this time, parent choices are explained, information is provided in the native language, parents watch the informational DVD in their native language, and ask questions regarding the program and instruction. NYDOE translation services are called if translation services are needed for native languages other than Spanish. The parent survey and program choice form is completed at the time of enrollment, with parents notified that students will complete the LAB-R within 10 days to verify ELL status.
3. 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 [\[see tool kit\]](#).)
To ensure that parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ESL/bilingual staff. If a parent chooses not to complete the forms during the orientation, the ESL coordinator will contact parents by phone to ensure the forms are returned within 10 days of enrollment. Entitlement letters are issued within 10 days of student enrollment by the ESL coordinator, upon completion of LAB-R assessment. If a form is not returned despite these measures, TBE will be the default program assigned for Spanish-speaking students. Copies of the HLIS, Parent Survey, Program Selection form, and entitlement letter are retained in a binder with the ESL coordinator, as are copies of annual continued entitlement or proficiency letters.
4. 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.
At time of enrollment and based on the findings from the parent interview and the HLIS form, new ELLs are placed in either TBE or ESL program (currently the school does not have a Dual Language program). Initial placement is provisional; contingent on results of the LAB-R assessment, conducted within 10 days of enrollment. Students who are Spanish-dominant are placed in the TBE program. Students with a native language other than Spanish, or who have an IEP mandating specific classroom setting, are assigned another class for ESL instruction. Parents are consulted if students' initial placement is not supported by

their LAB-R results (i.e. tested proficient).

5. 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.

Within the testing window assigned by the NYC Department of Education, we develop a schedule to administer all parts of the exam. Bilingual teachers, along with the ESL coordinator administer each component of the exam; reading, writing, listening, and speaking. The speaking section is administered by someone other than the classroom teacher. For the reading, writing and listening sections, we select three days to administer the tests and two days are reserved for make ups.

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.  Since MHSTA opened in Fall 2009, we have conducted orientations and placed 36 students as ELLs. Parent choices from the Program Selection form for our newcomer ELLs include 24 Transitional Bilingual, 7 Dual Language, and 5 ESL choice. Currently we offer TBE and ESL programs. Given our growing ELL population and the number of Dual Language preferences, we will begin considering the resources needed to develop a program next year.

The programs offered at MHSTA (TBE and ESL) are based on NYS research-proven successful program models and staff resources. Continuing ELL students enrolled after participating in various programs at several other schools. Parents were informed of student program placement for 2013-2014 in parent notifications which also note scores on most recent LAB-R or NYSESLAT. Parents were also informed of our programs and student placement during Curriculum Night held 9/26/13. Parents of new enrollees who selected a Dual language (DL) program were informed during orientation of their right to enroll in DL at another school, or to have their child placed in a Transitional Bilingual (TB) program here. To date, all parents who selected DL have chosen to have their child attend TB at our school.

Part V: ELL Programming

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

b. TBE program models use block and heterogeneous grouping. There are four Spanish TBE classes: One general education 6th grade, one general education 7th grade, one general education 8th grade. ELLs in these classes include beginner, intermediate, and advanced students. ESL program models are push-in and pull-out, and use block and heterogeneous grouping. ELLs in 6th–8th grades who receive ESL instruction remain with their home class for content instruction with push-in ESL and NLA support. Students in the 6th–8th grade general education TBE classes have a daily class of English language development and reading skills, which is ungraded and homogenous: newcomer students in 6th–8th grade receive beginner ESL instruction, while intermediate and advanced students in both grades receive differentiated reading and writing instruction. Currently there are no non-TBE beginner students.
2. 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)?

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

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

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

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

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

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

3. 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.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that ELLs are appropriately evaluated in their native language, the NLA class in TBE programs incorporates ongoing formative and summative assessments in Spanish, for reading and writing. Content teachers provide translated versions of tests, and/or provide glossaries for students. Math teachers use Spanish versions of periodic assessments and annual exams. In addition, students in TBE classes complete the annual ELE (Examen de Lectura en Espanol) assessment every spring.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At MHSTA, we use the Milestones language learning series for ESL instruction. This curriculum provides us with chapter quizzes and end-of-unit assessments that show students' progress in all modalities of language throughout the year. We use this data to modify instruction and provide students with the support they need to fully develop their English skills.
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).

6. Instruction is differentiated for all ELL subgroups. MHSTA uses the Read180 program, I-Ready program, and extended instructional days (twice weekly, additional 2 hours instruction in reading and math) to build student strengths in language, literacy, and math. In addition, to these added instructional supports, the following instructional differentiation is provided for specific ELL subgroups:

6 a) SIFE students receive additional instructional support via meetings with content teachers to discuss and address weaknesses. They receive weekly pull-out ESL instruction, and attend extended day programs 3 hours per week for additional literacy and math support.

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

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

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

6 e) ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers who meet regularly with ESL/bilingual instructors to learn and apply ESL teaching methodologies to support continued language support and development. This year there are 26 proficient ELLs being monitored for progress and support. All teachers at MHSTA participate in weekly group team meetings, at which individual student needs and instructional strategies are discussed. Teachers will also receive regularly scheduled professional development on ELL instructional strategies during the year through the Language Allocation Policy Team. Proficient ELLs continue to receive native language support using dictionaries and glossaries in all content classes, plus ELA and math support with Achieve 3000, Apangea math, and extended day ELA and math instruction. Former ELLs receive testing accommodations for up to two years after testing out, based on

recommendations by classroom teachers for optimal student support.

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?

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

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?

To meet the needs of ELL-SWDs within the least restrictive environment, these students receive ESL or bilingual instruction as specified in their IEPs, in addition to mandated services in self-contained, collaborative team-teaching, or general education settings. ELL-SWDs who are in general education and CTT settings participate in all classes with their general education, non-disabled peers. Those who are in self-contained (12-1 or 12-1-1) settings participate in P.E. and all non-instructional aspects of the school day with non-disabled peers from other classes. All ELLs, including ELL-SWDs, are eligible to attend extended day and Saturday academy programs, which are conducted in mixed student groups.

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
Native Language Arts:	Spanish
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

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

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

Native Language Usage and Supports

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



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

B. 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.

MHSTA offers the following online intervention programs for ELLs in ELA and math:

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

Math: ELLs attend the extended day program for an additional 45 minutes of math instruction, including computation and grade-level concept skills.

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

Both, Read180 and IReady programs diagnostics assessment to assess students literacy and Math skills before they begin the programs. They also assess students' progress throughout the year by provide assessments at the end of each lesson/unit. Teachers have access to this data through the online tracking system. The programs use students' data to group them and to provide teachers with intervention recommendations. Based on last year's data, our students have made tremendous progress in their reading levels, written and oral communication skills, and comprehension.

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

New programs or improvements being considered for the upcoming school year include extended day instructional programs, and off-campus learning trips. In addition, we are monitoring parent program choice requests as we receive new ELLs to the school, and may develop additional ESL programs based on parent selection.

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

Based on student performance data, we discontinued use of the Achieve3000 online reading intervention program. Instead, we have expanded the use of Read180 and incorporating the IReady program for all ELLs and special needs students. Other changes may be made based on similar student performance data.

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

All ELLs at MHSTA have equal access to all school programs, including service learning roles, after school clubs, extended day instructional programs, AVID advisory class, and off-campus learning trips.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials for ELLs include a range of bilingual Spanish texts and leveled readers in the content areas. All ELLs use Read180 and IReady to build literacy skills, with access to both English and Spanish audio and text. These programs have been proven to increase reading scores for all students, including ELLs, and is particularly effective for SIFE and long-term ELLs. Most classes are equipped with SmartBoards to promote multimedia accessibility, including alternate languages, plus all students use laptops and iPads for research and project-based learning in content classes. Students in the TBE program are able to submit

writing and projects in their native language. History texts are provided in an English and Spanish version, for beginner students in the Spanish TBE programs.

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

Native language support is delivered in the TBE program by bilingual Spanish certified instructors in NLA, and Spanish-speaking instructors in math and history. Spanish-speaking ELLs in the ESL program receive support from the ESL instructor who speaks Spanish, and bilingual paraprofessionals. Currently there are five languages represented in our ELL population, although Spanish is the only language shared by instructors. New ELLs of other languages are placed in classes with other native speakers, if possible (e.g. last year a Bengali-speaking student assigned a class with an English proficient Bengali student; two students from Senegal assigned the same class).

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

MHSTA opened in September 2009 with 6th grade class only, and is now at capacity with 6th, 7th, and 8th grades. All instruction is linked to and guided by NYS 6th, 7th, and 8th grade common core standards for content and literacy.

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.

MHSTA conducts a summer orientation session for all students in September, two weeks before the first day of school. In this orientation, all students (including new ELLs) and their parents meet teachers, learn about class expectations and requirements, tour the school, and engage in team building activities to build friendships and school culture. Orientation also enables instructors to begin assessing student needs and begin planning instructional programs, including student grouping.

18. What language electives are offered to ELLs?

6th, and 7th grade students receive Spanish classes as an elective at MHSTA. 8th grade students including advanced ELLs in ESL programs, may take a Latin language elective. Latin, as a foundational language of English, Spanish, and other romance languages, has been shown to assist ELLs and others in improving English vocabulary and grammar skills.

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. ESL and NLA/bilingual instructors will attend various professional development workshops throughout the year, including the Language Allocation Policy (LAP) Development workshop in October. ESL/Bilingual common branch, and subject area teachers will attend additional workshops for working with English learners in the content areas throughout the year, including working with ELLs in math and content areas. All teachers, including ESL/bilingual, common branch, and subject area teachers, participate in weekly grade team meetings to discuss student needs and instructional strategies across all content areas. ELL teachers have an additional weekly meeting specifically to share instructional best practices, targeted interventions, and address data-determined student needs. A Heinle representative is scheduled to attend these meetings throughout the year to provide ongoing training on using the Milestones language series, currently used for ESL instruction at all grade levels. discuss student needs relevant to ESL and TBE programs and instruction.

2. Workshops on engaging ELLs using the common core learning standards are ongoing throughout the year at MHSTA. ESL and bilingual teachers have attended professional development sessions on assessing ELL data and aligning their growth areas with the common core standards. We have provided in house professional development for all staff on making content comprehensible for ELLs and scaffolding strategies.

3. Professional development is currently underway for all staff on promoting the critical thinking routines/writing routines that are necessary for high school. Teachers of 8th graders, including ELLs, meet weekly to ensure that English acquisition is linked to content and common core standards, and aligned with regents material. All 8th graders also receive weekly guidance on the High School application process, and preparation for High School setting and course-work.

4. As a continuation from last year, all MHSTA staff participate in our PD initiative on differentiation, which includes examination of expert knowledge on what is differentiation and how to apply it in the classroom, book analyses on differentiating instruction for all learners, dissecting case studies of differentiation across content areas, and finally, analyzing current lesson plans to observe evidence of differentiation. Staff meet with grade teams weekly to discuss school and student specific issues, and share best practice instruction for all subgroups, including ELLs. The school also has a formal professional development contract in progress for all staff: AUSSIE Consultants will conduct ongoing half an day sessions throughout the year, working with literacy and content teachers to increase effectiveness in classroom management and instructional differentiation, particularly with ELLs, at-risk students, and those with special needs. Participating staff include: Principal, Dean, ESL/Bilingual/common branch/subject area teachers, paraprofessionals, guidance counselor/social worker, secretaries, and parent coordinator. Copies of the agendas and sign-in sheets for all training sessions

will be kept on file with the ESL coordinator.

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. Parental involvement at MHSTA is fostered through PTA meetings, SLT meetings, and parent conferences. Curriculum night on September 26th, 2013 was well-attended, involving many parents of current and proficient ELLs. Spanish translation was provided for all teacher presentations and to facilitate parent questions. The school's bilingual Parent Coordinator is the parent of a proficient ELL, and several parents of ELLs ran for PTA office. In addition, parents of ELLs participate in all school events, including Student-Led conferences, Award Celebrations, Multicultural Day, and class trips.

MHSTA also uses technology to promote parent involvement, including Engrade, a web-based grading and communication system which allows students and their parents to check assignments and grades, and communicate with each teacher. Our automated voice messaging system leaves voice messages in Spanish for Spanish-speaking parents to make them aware of school events and requirements.

2. The school social worker has scheduled a series of parent workshops throughout the year, including presentations by Planned Parenthood, American Red Cross, and EPIC, which provides parenting workshops on a variety of topics relevant to middle schoolers. All workshops include translation for Spanish-speaking parents and others. For the second consecutive year, Connected Learning is providing free desktop computers and software training to all 6th grade students. Students must attend a 4 hour training session (offered in English and Spanish) with a parent to obtain the computer, and can access ongoing support for hardware and software issues throughout the school year.

3. MHSTA evaluates the needs of parents informally through individual parent conferences and communication with the parent coordinator, and formally through regularly scheduled PTA and SLT meetings throughout the year. During our annual summer orientation for new students, parents attend and meet with the principal and Parent Coordinator to receive information and ask questions. MHSTA also offers multiple Open House days during fall and spring, which provide translated information services and seek input on upcoming parental interests and needs.

4. The schedule of parent workshops and informational sessions chosen was based on information gained from the school social worker and PTA members last year. Parent involvement activities are planned on an ongoing basis, and currently include the following: New student/parent orientation; Curriculum Night; Communities for Learning, student/parent computer training; Open House (year round); monthly PTA meetings, Student-Led Conferences; Awards Day celebrations; Multicultural Day Talent Show; Science Exposition.

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:

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Patrick Awosogba	Principal		11/15/13
Ms. Marcia Thomas	Assistant Principal		11/15/13
Ms. Sonja Fernandez	Parent Coordinator		11/15/13
Ms. Miriam Rodriguez	ESL Teacher		11/15/13
Ms. Josephine Ofili	Parent		11/15/13
Ms. Jaymie Hernandez, TBE	Teacher/Subject Area		11/15/13
Ms. Dylan Hass, Science	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Ms. Brenda Rodriguez	Guidance Counselor		11/15/13
	Network Leader		
Ms. Alyssa Wilday	Other <u>Physical Education</u>		11/15/13
Ms. Yoshie Otomo	Other <u>English Language Art</u>		11/15/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **09X454** School Name: **Mott Hall Science and Technology**

Cluster: **5** Network: **551**

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

Part A: Needs Assessment Findings

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

Based on our students' demographic data, our student population is 71.33% hispanic. In addition, we have a large population of students who are beginners based on students' performance on the NYSESLAT. ELL parents are surveyed at the beginning of each school year to identify their written translation and oral interpretation needs.

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

Our major findings include the following:
We needed a parent newsletter written in both English and Spanish
We needed to provide a Spanish translator during every parent conference
We should have a Spanish speaking staff in our front office at all times
Our findings were reported to the School Leadership Team and the information was provided to parents in our parent newsletter

Part B: Strategies and Activities

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

We provide written translation service in-house using the school messenger translation tool. The school messenger allows us to send mass messages in multiple languages including Spanish. We also have the capacity to program message delivery services for phone, text and e-mail deliveries. Important documents have already been translated in order to ensure all needs of families are met.

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

Our oral translation service is provided in-house by our parent coordinator who is fluent in both Spanish and English. In the absence of our parent coordinator, several members of our staff are bilingual and they can support our oral translation service. For other languages, the school will use a DOE translator or reach out to parent volunteers..

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: SCIENCE & TECH ACADEMY	DBN: 9X454
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

of ELLs to be served: 45

Beginning: November, 2012 and ending in June, 2013

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

Language of Instruction: English and Spanish

and Types of Certified Teachers: 2 Bilingual Ed certified teachers

Materials: Read 180 Instructioanal Model (Scholastic)

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

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

Topics: Curriculum and instruction, technology, parenting workshops

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

Part D: Parental Engagement Activities

Fernandez [REDACTED]

Part E: Budget

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

Allocation Amount: \$

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