

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**09X454**

**School Name:**

**SCIENCE AND TECHNOLOGY ACADEMY, A MOTT HALL SCHOOL**

**Principal:**

**DR. PATRICK B. AWOSOGBA**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: 6-8 School Number (DBN): 9X454  
School Type: MIDDLE SCHOOL Grades Served: \_\_\_\_\_  
School Address: 250 EAST 164 STREE, BRONX, NEW YORK 10456  
Phone Number: 7182934017 Fax: 7182937693  
School Contact Person: Dr. Patrick Awosogba Email Address: pawosog@schools.nyc.gov  
Principal: Dr. Patrick B. Awosogba  
UFT Chapter Leader: Ms. Jamie Hernandez  
Parents' Association President: Ms Josephine Ofili  
SLT Chairperson: Mr. Stany Leblanc  
Student Representative(s): NA

**District Information**

District: 9 Superintendent: Mrs. Leticia Rosario  
Superintendent's Office Address: 450 St. Paul Place, Bronx, NY 10456  
Superintendent's Email Address: LRosario2@schools.nyc.gov  
Phone Number: 718 579 7140 Fax: 718 4107017

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: Ms Debra Maldonado  
Network Number: CFN 551 Network Leader: Marge Struck

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Patrick B. Awosogba	*Principal or Designee	
Jamie Hernandez	*UFT Chapter Leader or Designee	
Josephine Ofili	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stany LeBlanc	Member/	
Marcia Thomas	Member/	
Zoraida Rivera	Member/	
Vallery Shangs	Member/	
Jennifer Lopez	Member/	
LLunokys Veras	Member/	
Blanca Flores	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The road to any successful school goes through strong and dedicated leadership, a nurturing and personalized school environment, respect among members of the learning community, and a clear mission and vision. At the Science and Technology Academy, this road leads to students meeting the highest academic expectations and standards, making smooth transitions to selective high schools and competing successfully for admission to top public and private colleges. Our school culture is characterized by a shared vision for academic excellence and the healthy personal growth of all students; grounded in the strong belief that all students can and will succeed in their endeavors.

At the Science and Technology Academy, our school community can clearly articulate and relate to the driving forces for our work, the mission and vision of the school and what the school values. This commonly held belief by the school community makes possible a strong instructional program. We invest in a community outreach program that connects home and school and learning and life experiences. These connections enable students to build the foundation to confront challenges, grow socially and emotionally and excel academically in an environment that is nurturing, supportive and demanding.

We adhere to the idea of "high expectations" whether it is manifested in teacher planning, units of study, classroom instruction and periodic assessments; a student who perseveres; a resourceful staff, demanding but fair leader or parents who demand their children achieve at high levels.

Since we are a small school, we will be able to provide a personalized learning environment that supports all students by providing one-on-one classroom instruction and a strong advisory program. Every child will be known well by at least one adult in the school. This relationship will enable teachers to keep students on track towards academic and social development goals. In addition, we take advantage of our small school setting to embed small group work providing numerous opportunities for all students including students with Individualized Educational Plans and English Language Learners to teach one another and to share knowledge through daily instruction and enrichment opportunities. Depending on our ELL population, we will consider a two way bilingual program to support our ELL students' English Language acquisition so they are better prepared to meet the challenges of the Regents in Algebra and Earth Science.

The culture of Science and Technology is grounded in the belief that every student can achieve educational and life success, if the highest expectations are held for students, and if the school staff, parents, faculty, and all members of the school community embody the same, shared values and expectations. Science and Technology Academy will strive to become a community of enthusiastic life-long learners who are motivated by the pursuit of academic excellence allied with social responsibility. Our intermediary, Replications, Inc. embodies core values and expectations in the school's Essential Features. These essential features are actions all schools in the network must engage in to be successful and to sustain their success. Exemplary citizenship is a critical component of the Science and Technology Academy school culture and is reflected in the integration of our Seven Character Themes: Respect; Responsibility; Honesty; Integrity; Compassion; Generosity; and Fairness.

These seven Character themes pervade all aspects of our school environment and school life. The themes inform our instructional, professional development and operational and management decisions.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our recent quality review has helped us to have a better understanding of our students’ performance trends. This is important to us because as a new school, we do not have the progress report from which we can gauge our students’ performance trends. Our quality review clearly indicates that our students understand learning outcomes prior to instruction and they assess their own learning against these outcomes. Classroom instruction demonstrates connection to students’ lives and high-quality experiences of rigorous dialogue and critical-thinking skills. We get credit for assessing students’ incoming and progressing levels of content knowledge as distinct from English language capability by using assessments in native language whenever possible. All students are known well by multiple adults. Our staff members frequently discuss and act together to improve learning and personal development of each student.

Our students can articulate goals set for the year and understand their roles in meeting the goals. The advisory program allows for students to have a structured forum to get support and provides one adult who can advocate for each child. Based on our periodic assessments throughout the year, our students have made tremendous progress in English Language Arts and Mathematics. In September of 2009, twenty six percent of our students were on level 1 in Mathematics; by May of 2010, sixteen percent of our students were on level 1. We have reduced the percentage of students on level 1 in English Language Arts from seventeen percent in September, 2009 to seven percent in May 2010. We have increased the percentage of students on levels 3 and 4 in ELA from 34% to 67% based on our interim assessment results.

Our needs assessment is a school wide initiative regarding schoolwide consistency about learning outcomes for all students, time in the classroom, grouping of students and academic rigor and relevance of instruction. Specifically, we are engaging in on-going conversation about how to sustain our routines, instructional practices and learning environment to meet grade level expectations in all subjects for all students. We will continue our dialogue regarding quality of instructional time and how to maximize it through consistent and efficient structures for class openings, homework collection, within class transitions and formative assessment. Because we have a large population of students to whom English is a second language and other struggling readers, we will discuss creating explicit teaching of language (e.g. grammar, syntax) and literacy components (e.g. vocabulary, phonics, phonemes) to all students’ support.

Looking at data in “CAP” and “ATS”, we have determined that Spanish is the home language in 68% of our students’ household. As a result, we provide community outreach in both English and Spanish. 51% of our staff members speak Spanish fluently and we provide translation during parent meetings, when making phone calls as well as in sending mails to parents. Our non Spanish speaking teachers are supported by our community assistant, school secretary and school social worker.

We have had a few challenges during the year. Because we have a large ELL population (29%) and a large IEP population (30%), we have struggled regarding meaningful differentiation of instruction. We made instructional decisions throughout the year using interim and formative assessments, including student grouping and differentiation and targeting for interventions. However, a barrier to a continuous improvement for our English Language Learners and students with Individualized Educational Plan is that we have not individualized differentiation of instruction effectively for them. Despite our challenges, we have had several success stories in addition to the improvement in our English Language Arts and Mathematics scores. Routines, instructional practices and our learning environment are consistent across classrooms and matched to meet grade level expectations in all content areas. In addition, our students own their assessments and learning data; they clearly understand its purpose, are involved in developing personal plans for improvement.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all staff will demonstrate progress towards developing the skill to utilize diverse student level data to drive instructional improvement

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<input checked="" type="checkbox"/> Teachers will participate in bi-weekly professional development focused on the common core standards and international baccalaureate learner profile, area of interaction and assessment. <input checked="" type="checkbox"/> Subgroup data will be disaggregated for PD during grade,. <input checked="" type="checkbox"/> Unit and Lesson plans will be reviewed and revise in teams and next steps created from additional review of student work.	Pedagogues	Sept, 2014 –June 2015	Generation Ready Consultants, Assistant Principal and Grade Team Leaders .Literacy CoachLead teachers, ELL and IB Coordinators
<input checked="" type="checkbox"/> Subgroup data will be disaggregated for PD during grade, content and core teams	Students	Sept 2014- June 2015	Same as Above

Parent workshop focused on the needs of parents	Parents	Sept 2014- June 2015	Parent Coordinator
Relationship building through transparency and annual retreats for staff and parents	Staff and Parents	Sept 2014- June 2015	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Review of subgroup data after each periodic assessment  
 Consistent and on-going review of student classroom work folders  
 Review of subgroup data after each periodic assessment  
 Consistent and on-going review of student classroom work folders  
 Formalize Exit Slips and provide feedback to determine demonstrated growth by students of concern  
 Formalize Exit Slips and provide feedback to determine demonstrated growth by students of concern

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

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

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Train new staff in the Danielson framework; teachers will collect data in identified classes for evidence of Inquiry learning	New Staff	Sept. 2014- June 2015	Principal, Literacy Coach and Lead teachers will lead data analysis. Teacher mentors will support the writing of re-teach plans.
We will provide after school literacy remediation and enrichment programs; We will review students’ periodic assessment data and create re-teach plans as needed	IEP & ELL students	Sept. 2014- June 2015	Teachers and Asst Principal
Conduct parent monthly literacy workshops	Parents	Sept. 2014- June 2015	Parent Coordinator and Social Worker
Parent workshop focused on the needs of parents	Parents	Sept. 2014- June 2015	Parent Coordinator and Social Worker

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Literacy Coach and Lead teachers will lead data analysis.  
 Teacher mentors will support the writing of re-teach plan 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 26% of our students are proficient on the Spring 2014 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

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

Review of re-teach plans  
 Evidence of the incorporation of re-teach strategies  
 Improvement in the quality of lesson and unit plans

**Part 6b.** Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

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 26% of our students are proficient on the Spring 2014 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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, eighty percent of teachers will be effective in teacher practice based on the Danielson rubric in engaging students in learning

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
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	Staff; Instructional Leadership Team	Sept 2014- June 2015	Generation Ready Consultants, Mentor and Lead
We will accommodate IEP students’ learning based on the IEP and their Behavioral Intervention Plan. For our ELL students, we will personalize their learning using Milestone, a research based program that focuses their learning on the English Language Proficiency status	IEP and ELL students; other Level 1 students	Sept 2014- June 2015	IEP Coordinator and Teachers
Conduct parent monthly literacy workshops; Communication through Parent Newsletter; Tuesday’s visiting hours	Parents	Sept 2014- June 2015	Parent Coordinator; Staff
Parent Survey; Invitation to all school activities	Parents	Sept 2014- June 2015	Tech Specialist; Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Generation Ready Consultants. Mentors and Lead Teachers; Parent Engagement hours every Tuesday

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

One on one check in with teachers; mid-year review of performance; Review of sample student work

**Part 6b.** Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

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.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Support staff capacity to prevent disciplinary problems and create a respectful, collaborative and team based classroom and school culture

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
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	Students, Staff and Parents	Sept. 2014- June 2015	Principal, Asst. Principal and the Instructional Leadership Team
We will accommodate IEP students’ learning based on the IEP and their Behavioral Intervention Plan. For our ELL students, we will personalize their learning using Milestone, a research based program that focuses their learning on the English	IEP Coordinator, Principal	Sept. 2014- June 2015	Principal, Asst. Principal and the Instructional Leadership Team

Language Proficiency status			
Conduct parent monthly literacy workshops; Communication through Parent Newsletter; Tuesday's visiting hours	IB Coordinator, Parent Coordinator and Literacy Coach	Sept. 2014- June 2015	Principal, Asst. Principal and the Instructional Leadership Team
Parent Survey; Invitation to all school activities	Tech Specialist	Sept. 2014- June 2015	Principal, Asst. Principal and the Instructional Leadership Team

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
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

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
We review our OORS report monthly to assess need areas.				
We also review the number of disciplinary referrals monthly and follow up as needed				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We collect and review a range of data to identify the gaps in academic achievement, resulting in clearer, more targeted school wide data. Our staff review state data, school based assessments quizzes and running records, student work and attendance and incident reports to build academic rigor and enable students to think critically. The data is communicated to the community during our daily community meetings, in grade team meetings and faculty conferences. We are strong in maintaining a culture of mutual trust and positive attitudes towards learning that support the academic and personal growth of students. Our challenge is to engage more of our families in school decision making and in activities regarding student progress towards school expectations

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will communicate to all parents all school decisions and activities regarding student progress

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parent workshop to support how parents can make sense of the student outcome and attendance information in “Engrade” and ARIS.	Parents & Students	Sept.2014- June 2015	Generation Ready Consultants, Social Worker, Attendance Teacher
We will accommodate IEP students’ learning based on the IEP and their Behavioral Intervention Plan. For our ELL students, we will personalize their learning using Milestone, a research based program that focuses their learning on the English	All At-Risk Students	Sept.2014- June 2015	IEP Coordinator, Literacy Coach

Language Proficiency status			
Parent Survey; Invitation to all school activities	Parents	Sept.2014- June 2015	Tech Specialist, Parent Coordinator
Establishment of an active Parent Newsletter for open communication	Parents	Sept.2014- June 2015	Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All key personnel identified above will be involved in implementing our strategies in this area. The school leadership team is willing to donate from its allocation to buy needed supplies

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

School designed parent survey and parent response from the School Survey Report

**Part 6b.** Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Periodic Assessment Data, NYS Common Core Assessment data; Attendance data, Case Study data	I-Ready literacy; AVID Study Skills; Expeditionary Learning Program	Push-in; Pull Out for grades 6-8	School Day, After School and Saturday Academy
<b>Mathematics</b>	Periodic Assessment Data, NYS Common Core Assessment data; Attendance data, Case Study data	I-Ready Math; AVID Study Skills; CMP3 Math for grades 6-8	Push-in; Pull Out; Small Group for grades 6-8	School Day, After School and Saturday Academy
<b>Science</b>	Periodic Assessment Data, NYS Common Core Assessment data; Attendance data, Case Study data	Project Based Instruction for grades 6-8	Small Groups for grades 6-8	School Day, After School and Saturday Academy
<b>Social Studies</b>	Periodic Assessment Data, Attendance data, Case Study data	Project Based Instruction for grades 6-8	Small Groups for grades 6-8	School Day, After School and Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Periodic Assessment Data, NYS Common Core Assessment data; Attendance data, Case Study data	One on One; small group as indicated in IEP; Case studies for grades 6-8	Pull Out for grades 6-8	School Day, After School and Saturday Academy

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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

**2b. 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;

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	371131	X	6-16, 17 & 19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	11200	X	6-16, 17 & 19
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2900163	X	6-16, 17 & 19

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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



## Part B: Direct Instruction Supplemental Program Information

Total # of ELLs to be served: 86

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

6 7 8 9 10 11 12

Total # of teachers in this program: 4

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 2

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 57% of our ELL students are beginners and intermediate according to the NYSESLAT. Additional 31% are long term ELLs. We purchased I-Ready licenses 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 program provides the opportunity for this support

**Number** of ELLs to be served: 86

**Week days:** October 8, 2014 and ending in May 28, 2015 for a total of 57 Sessions.

10/8, 10/9, 10/15, 10/16, 10/22, 10/23, 10/29, 10/30, 11/5, 11/6, 11/12, 11/13, 11/19, 11/20, 12/3, 12/4, 12/10, 12/11, 12/17, 12/18, 1/7, 1/8, 1/14, 1/15, 1/21, 1/22, 1/28, 1/29, 2/4, 2/5, 2/11, 2/12, 2/25, 2/26, 3/4, 3/5, 3/11, 3/18, 3/19, 3/25, 3/26, 4/1, 4/2, 4/15, 4/16, 4/22, 4/23, 4/29, 4/30, 5/6, 5/7, 5/13, 5/14, 5/20, 5/21, 5/27, 5/28

**Schedule and Duration:** Every Wednesday and Thursdays (2:30pm - 5:00pm)

**Subgroups:** ELL students (6, 7 & 8 grades) We created 4 groups according to students' language proficiency and grade levels of approximately 20 students each group

**Number of Teachers:** 4 teachers; (2 Bilingual Certified Teachers, 2 Math Certified Teachers)

**Focus of Instruction:** Literacy development (phonics, word study, phonemic awareness, fluency, reading stamina, comprehension, writing development). Math development (equations, rational numbers, integers, inequalities, fractions, geometry) The two groups will rotate for 75 minutes with BL teacher - Literacy and 75 minutes with the Math teacher.

**Materials:** I-Ready Online Literacy and Math Development Program

**Saturdays:** December 6, 2014 and ending in March 28, 2015 for a total of 10 sessions

12/06, 12/13, 01/19, 01/31, 02/07, 02/14, 02/28, 03/07, 03/21, 03/28

**Schedule and Duration:** Saturdays (8:30am-12:30pm)

**Subgroups:** ELL students (6, 7 & 8 grades) We created 4 groups according to students' language proficiency and grade levels of approximately 20 students each

**Number of Teachers:** 4 teachers; (2 Bilingual Certified Teachers, 2 Math Certified Teachers)

**Focus of Instruction:** Literacy development (phonics, word study, phonemic awareness, fluency, reading stamina, comprehension, writing development).

## Part B: Direct Instruction Supplemental Program Information

Math development (equations, rational numbers, integers, inequalities, fractions, geometry)  
Each group will rotate: two hours with Bilingual teacher for Literacy and two hours with the Math teacher.

**Materials:** Ready Literacy and Math Development Program

**Languages of Instruction:** English and Spanish

**Number and Types of Certified Teachers:** 2 Bilingual Ed certified teachers and 2 Math teachers

**Materials:** I-Ready

Every ELL student in this program is scheduled for a minimum of 200 minutes of I-Ready instruction per week. Half of that time is allocated to instruction of reading, comprehension, phonics, and decoding in small group support by an ELL teacher. Half of the time is used to support our ELL students' mathematical reasoning in small group support by a Math teacher and ELL Teacher (pushes in the math). 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 students.

## Part C: Professional Development

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

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

## Part C: Professional Development

Begin description here:

Rationale: Professional Development (PD) topics are guided by the needs of all students. PD is organized into units of study in which learning builds over time. PD takes place in core, content and grade teams and effectiveness of PD is assessed by formal and informal feedback from participants.

Teachers to receive training: teachers participating in the after school program as well . Professional development workshops are facilitated by grade team leaders, ESL Coordinator, principal and Aussie consultants. The ELL teachers also meet once a week for additional PD.

Tentative Schedule:

2 workshops on "using differentiation to improve learning for ELLs," Nov. 14, 2014 and Jan. 16, 2015 provided by Ms. Ruiz

2 workshops "discussing the common core challenges facing ELL students and using data to improve instruction for ELLs," on Dec. 12, 2014 and Feb. 13, 2015 provided by Mr. Leblanc

2 workshops on "supporting ELL students with the writing component of the Math and ELA bundles," on March 13, 2015 and April 3, 2015 provided by Aussie consultant

PD is provided all year long for literacy development and instructional support by assigned AUSSIE Consultant. We also assign 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

## Part D: Parental Engagement 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 a month, Wednesdays from 5-6:00

**Tentative Schedule:** 10/8, 11/5, 12/3, 1/7, 2/4, 3/4, 4/8, 5/6, 6/3

**Topics:**

“Engrade use” (grading book access, communication with teachers) provided by Mr. Kantor

“How to use technology to support students' academic success” provided by Mr. Morales

“Literacy development” provided by Ms. Ruiz

**PTA Meetings Schedule:** 10/10, 12/9, 1/13, 2/10, 3/10, 4/14, 5/12, 6/9

**Parent Coordinator (PC) Workshops (all presented by the PC)**

10/8/14 High School application process

10/15/14 High School Application Process

11/19/14 Importance of parental involvement

1/28/15 Saving money for your child’s education

2/10/15 Achieving success in middle school

3/17/15 Building your child’s self-esteem

4/8/15 Supporting families in crisis

5/13/15 Promotion standards for middle schools students

## Part E: Budget

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

Allocation Amount: \$ 11200

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



**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>09</b>	Borough <b>Bronx</b>	School Number <b>454</b>
School Name <b>Mott Hall Science &amp; Technology Academy</b>		

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

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

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							1	1	1					3
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in														0
Pull-out							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	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. [i](#)

	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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>34</b>	<b>6</b>	<b>1</b>	<b>22</b>	<b>1</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>7</b>	<b>71</b>
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>13</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>35</b>

## 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	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>31</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>71</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

2. 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.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - 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. [i](#)

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

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

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

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

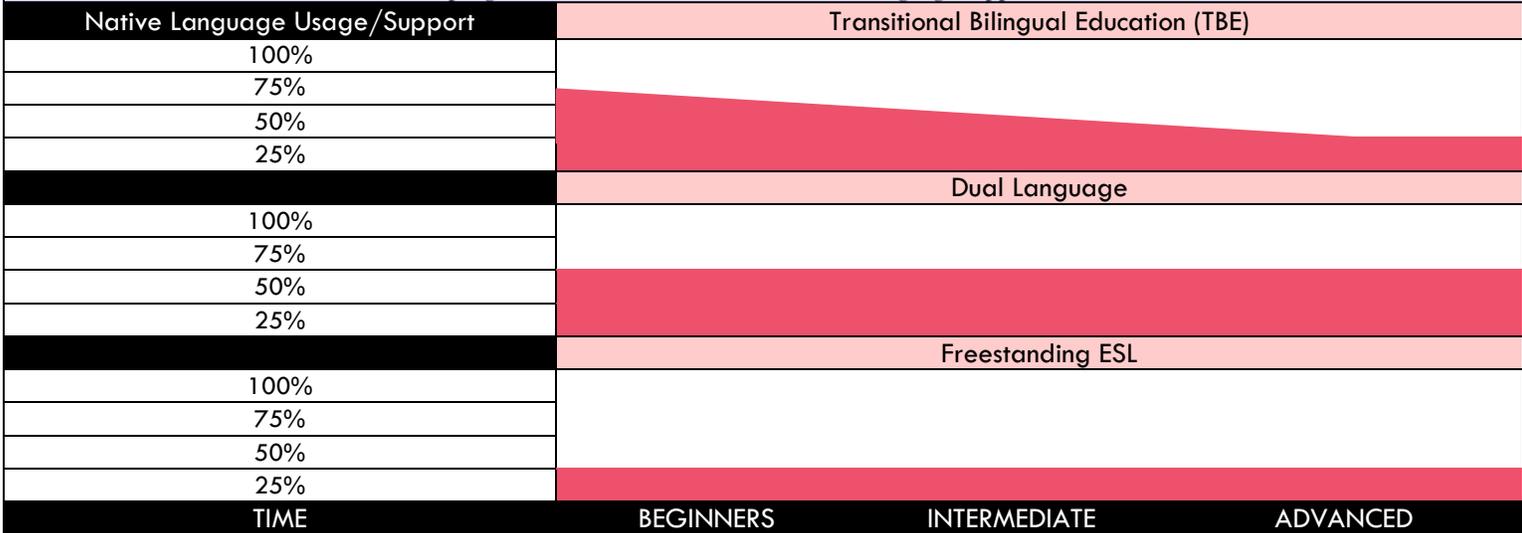
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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:

## Part VI: LAP Assurances

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

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

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

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

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.