

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X454

School Name:

SCIENCE AND TECHNOLOGY ACADEMY: A MOTT HALL SCHOOL

Principal:

DR. PATRICK AWOSOGBA

Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: Science and Technology Academy, A
Mott Hall School School Number (DBN): 09x454

Grades Served: 6-8

School Address: 250 East 164 Street, Bronx, NY 10456

Phone Number: 7182934017 Fax: 7182937396

School Contact Person: Dr. Patrick Awosogba Email Address: pawosog@schools.nyc.gov

Principal: Dr. Patrick Awosogba

UFT Chapter Leader: Jaymie Hernandez

Parents' Association President: Mamounata Badala

SLT Chairperson: Stany LeBlanc

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): _____

District Information

District: 9 Superintendent: Leticia Rosario

Superintendent's Office Address: 1245 Washington Avenue, Bronx, NY 10456

Superintendent's Email Address: LRosario2@schools.nyc.gov

Phone Number: 7185797140 Fax: 7184107017

Borough Field Support Center (BFSC)

BFSC: BRONX Director: Jose Ruiz

Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458

Director's Email Address: JRuiz2@schools.nyc.gov

Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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 Awosogba	*Principal or Designee	
Jaymie Hernandez	*UFT Chapter Leader or Designee	
Josephine Ofili	*PA/PTA President or Designated Co-President	
Zoraida Rivera	DC 37 Representative (staff), if applicable	
Josephine Ofili	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marcia Thomas	Member/ Staff	
Stany LeBlanc	Member/Staff	
	Member/	
Vallery Shangs	Member/ Parent	
Jennifer Lopez	Member/Parent	
LLunokys Veras	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Blanca Flores	Member/Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your 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 clearly articulates and relates 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 programs; after school clubs, "Against All Odds" outreach, "Sports & Arts in Schools Foundation" and Pencil partnership that connect 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 are 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 is known well by at least one adult in the school. This relationship enables 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. We accommodate all IEP students' learning based on their IEPs while maintaining the same International Baccalaureate standards for all students

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 strives to become a world class community of enthusiastic life-long learners who are motivated by the pursuit of academic excellence allied with social responsibility. Our core values, Respect; Responsibility; Honesty; Integrity; Compassion; Generosity; and Fairness embody the supportive environment locator on the "Framework for Great Schools" These seven character themes pervade all aspects of our school environment and school life. The themes inform our instructional decisions, professional development and operational and management decisions. Coupled with rigorous instructions, our school's success can be attributed to the strong culture of supportive environment for learning that we have created at Science and Technology Academy. We are a proud International Baccalaureate (IB) World School.

09X454 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	447	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	3	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	9	# Music	N/A	# Drama
				9
# Foreign Language	18	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	88.2%	% Attendance Rate		91.4%
% Free Lunch	89.2%	% Reduced Lunch		2.9%
% Limited English Proficient	18.0%	% Students with Disabilities		20.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		26.2%
% Hispanic or Latino	70.7%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	0.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.9%	% Teaching Out of Certification (2013-14)		12.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		2.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.8%	Mathematics Performance at levels 3 & 4		34.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		53.8%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		83.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Our recent Quality Review has helped us to have a better understanding of 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 supporting students across classrooms to complete varied levels of required class activities. We need to work on our inquiry based approach to learning so it is consistent across classrooms. 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 2014, thirty-four percent (34%) of our students were proficient in Mathematics and twenty four percent (24%) proficient in English Language Arts; we anticipate a minimum of five percent (5%) growth in both subjects this year. According to the data from our periodic assessments, we are making progress that will surpass our goal in Math.

Our needs assessment is a school wide initiative regarding school-wide consistency about learning outcomes for all students, time in the classroom, grouping of students and academic rigor and relevance of instruction. Specifically, we discuss 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 provide ESL Pull-Out service to support the needs of ELL students.

Looking at data in “CAP” and “ATS”, we have determined that Spanish is the home language in 65% of our students’ household. As a result, we provide community outreach in both English and Spanish. 55% 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 assistants, 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 in providing meaningful differentiation of instruction. We made instructional decisions throughout the year using periodic and formative assessments, including student grouping and differentiation and targeting for interventions. 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 as required by the International Baccalaureate organization Baccalaureate organization. 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all staff will develop the skill to utilize diverse student level data to drive instructional improvement

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will participate in bi-weekly professional development focused on the common core standards and international baccalaureate learner profile, area of interaction and assessment.</p> <ul style="list-style-type: none"> • Subgroup data will be disaggregated for PD during grade,. • Unit and Lesson plans will be reviewed and revise in teams and next steps created from additional review of student work. 	<p>Pedagogues</p>	<p>Sept, 2015 – June 2016</p>	<p>Generation Ready Consultants, Assistant Principal and Grade Team Leaders .Literacy Coach Lead teachers, ELL and IB Coordinators</p>
<p>Subgroup data will be disaggregated for PD during grade, content and core teams</p>	<p>Students</p>	<p>Sept 2015- June 2016</p>	<p>Same as Above</p>
<p>Parent workshop focused on the needs of parents</p>	<p>Parents</p>	<p>Sept 2015- June 2016</p>	<p>Parent Coordinator</p>
<p>Relationship building through transparency and annual retreats for staff and parents</p>	<p>Staff and Parents</p>	<p>Sept 2015- June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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. All PD activities are scheduled during the school session. Adjustments are made to teacher schedule to allow for in-house non paid workshops.

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 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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. We create a baseline from our Periodic Assessment and we monitor progress based on each standard from our Testwiz item analyzed data. Progress is measured against our PA 2, the data from the Common Core tests and the International Bacculaureate performance indicators.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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. Our goal is to improve our proficiency level from by 5% from 27% and 34% in Language Arts and Math respectively.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Train new staff in the Danielson framework; teachers will collect data in identified classes for evidence of inquiry learning</p>	<p>New Staff</p>	<p>Sept. 2015- June 2016</p>	<p>Principal, Literacy Coach and Lead teachers will lead data analysis.</p>

			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. 2015- June 2016	Teachers and Asst. Principal
Conduct parent monthly literacy workshops	Parent	Sept. 2015- June 2016	Parent Coordinator and Social Worker
Parent workshop focused on the needs of parents	Parent	Sept. 2015- June 2016	Parent Coordinator and Social Worker

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 3b, 3c and 3d of Danielson for this goal											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Review and revision of re-teach plans										
Evidence of the incorporation of re-teach strategies										
Improvement in the quality of lesson and unit plans										
Feedback										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Writing is a challenge for several of our students based on their performance on the short and extended response section of our periodic assessments. Twenty-six percent (26%) of our students are proficient on the Spring 2014 Common Core ELA test while most of students scored on level 2. We would like to use technology as an instructional tool to improve our students’ critical thinking skills, annotating texts, identifying and discussing complex text through analysis of academic vocabulary. In addition, we will adopt domain 3 of Danielson for this goal. We are also piloting a school-wide writing initiative we believe will improve our students’ writing

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will collaborate with Generation Ready to provide bi-weekly PD for teachers. Mentor support for struggling teachers</p> <p>Consistent classroom visits with on-going feedback using Danielson rubric</p>	<p>Staff; Instructional Leadership Team</p>	<p>Sept. 2015- June 2016</p>	<p>Generation Ready Consultants, Mentor and Lead</p>
<p>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</p>	<p>IEP and ELL students; other Level 1 students</p>	<p>Sept. 2015- June 2016</p>	<p>IEP Coordinator and Teachers</p>
<p>Conduct parent monthly literacy workshops; Communication through Parent Newsletter; Tuesday's visiting hours</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Parent Coordinator; Staff</p>
<p>Parent Survey; Invitation to all school activities</p>	<p>Parents</p>	<p>Sept. 2015- June 2016</p>	<p>Tech Specialist; Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Generation Ready Consultants. Mentors and Lead Teachers; Parent Engagement hours every Tuesday</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We are a sixth year school with four hundred and fifty three 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 fifth 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 improve their skills to creating classroom environment conducive to learning .

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Seventy Five percent (75%) of staff will develop the skill to prevent disciplinary problems and create a respectful, collaborative and team based classroom and school culture

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent workshop to support how parents can make sense of the student outcome and attendance information in “Engrade” and ARIS.</p>	<p>Parents & Students</p>	<p>Sept.2015- June 2016</p>	<p>Generation Ready Consultants, Social Worker, Attendance Teacher</p>

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.2015-June 2016	IEP Coordinator, Literacy Coach
Conduct parent monthly literacy workshops; Communication through Parent Newsletter; Tuesday's visiting hours	IB Coordinator, Parent Coordinator and Literacy Coach	Sept 2105-June 2016	Principal, Asst. Principal and the Instructional Leadership Team
Parent Survey; Invitation to all school activities	Tech Specialist	Sept 2105-June 2016	Principal, Asst. Principal and the Instructional Leadership Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We review our OORS report monthly to assess need areas.
We also review the number of disciplinary referrals monthly and follow up as needed
Case studies on students who struggle with discipline and outreach to parents
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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 by using multiple access points--school messenger, letters, e-mails etc.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Parent workshop to support how parents can make sense of the student outcome and attendance information in “Engrade” and ARIS .</p>	<p>Parents & Students</p>	<p>Sept 2015- June 2016</p>	<p>Generation Ready Consultants, Social Worker, Attendance Teacher</p>

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	All At-Risk Students	Sept 2015- June 2016	
Parent Survey; Invitation to all school activities	Parents	Sept 2015- June 2016	Tech Specialist, Parent Coordinator
Establishment of an active Parent Newsletter for open communication	Parents	Sept 2015- June 2016	Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All key personnel--the instructional leadership team 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
School designed parent survey and parent response from the School Survey Report											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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 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.

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

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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 activities and strategies for high quality professional development for teachers, principals, 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. A review of teacher MOTP and MOSL will be reviewed to determine if teachers are highly qualified.

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.).

NA

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	374,483.00	X	6-16, 17-19
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	6-16, 17-19
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,126,601.00	X	6-16, 17-19

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): Before school x After school x Saturday academy	
Total # of ELLs to be served: 86	
Grades to be served by this program (check all that apply):	
K 1 2 3 4 5	
<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 9 10 11 12	

Part B: Direct Instruction Supplemental Program Information

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).

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

Part B: Direct Instruction Supplemental Program Information

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"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		

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.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Dr. Patrick Awosogba	Assistant Principal Ms. Marcia Thomas
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Miriam Ruiz	School Counselor Ms. Brenda Rodriguez
Teacher/Subject Area Ms. Jaymie Hernandez, TBE	Parent Ramona Monegro
Teacher/Subject Area Ms. Kaitlyn Hanson, Math	Parent Coordinator Ms. Sonja Fernandez
Related-Service Provider Carolina Garrot	Borough Field Support Center Staff Member type here
Superintendent Leticia Rodriguez-Rosario	Other (Name and Title) Ms. Yoshie Otomo, ELA

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	3
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	441	Total number of ELLs	84	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	1					0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	84	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	13
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	21	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	42	4	0	6	0	0	0	0	0	0
DL										0
ENL	18	1	1	15	2	9	3	0	2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____							14	23	14					0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							8	15	11					0
Emerging (Low Intermediate)							3	3	5					0
Transitioning (High Intermediate)							0	0	0					0
Expanding (Advanced)							16	16	7					0
Commanding (Proficient)							2	10	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							5	12	11					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	1	0	0	0
7	15	6	0	0	0
8	15	1	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	21		4		0		0		0
7	13		11		4		0		0
8	20		1		0		0		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	5		19		8		0		0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>Algebra 1</u>	1		1	
Chemistry				
Earth Science	3		2	
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 I-Ready program uses an initial diagnostic and periodic assessments to determine student baseline and growth on lexile levels. Analysis of these assessment tools forms the basis for classroom assignment, ENL standalone and integrated instructional schedules, and in-class instructional grouping. This year, 16 incoming 6th grade ELLs had scored level 1 on the spring ELA administration, which prompted the development hetero-and homogenous instructional groupings in ENL to ensure that students' literacy needs were addressed.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
NYSITELL and NYSESLAT data reveal that 46% of ELLs at MHSTA are expanding and 40% are entering: 6th grade (59% expanding, 11% emerging, 30% entering), 7th grade (44% expanding, 9% emerging, 44% entering), and in 8th grade (30% expanding, 22% emerging, 48% entering). Overall, more ELLs have been receiving service for 0-3 years (71%), followed by those with 4-6 years of service, (25%), and those with more than 7 years (3%). Our demographics present an additional challenge: 15% of ELLs overall have IEPs. These data highlight the need for intensive, needs-based instructional strategies to facilitate proficiency attainment, while addressing additional needs of ELLs receiving special education and resource services.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the data reveal by the AMAOs analysis to assess our bilingual programs' strengths and growth areas, to set goals for the upcoming year, and for programming purposes. This year's data reveals that 19% of our students became proficient in the NYSESLAT which is higher than the set goal of 15%. On the other hand, this data also reveals that our students need to perform better on standardized tests as a high percentage of them scored at level 1 in ELA. These findings highlight 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 ENL instruction. This strategy also recognizes that oral language skills are the basis for building skills in reading and writing, and can be used to hinge literacy instruction.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. Students in TBE classes were able to use the 2015 NYS math assessment in Spanish (last year's 6th and 7th grade students, now 7th and 8th), and could choose to answer in English or Spanish. Students in ESL classes had access only to English versions of the test (there were 7 beginner students taking NYS Math in spring 2015). Results showed that for current 6th and 7th and 8th graders in English, more students scored level 2 (57%, 66%, and 56% respectively). For students completing the NYS Math in Spanish, more 6th and 7th graders scored level 2 (60% and 50% respectively). This shows that, aside from 8th grade, students using either English or Spanish on the NYS math exam perform at roughly the same rates, but that overall more targeted math instruction is needed to bring scores to a higher level. Our bilingual and ENL math instruction must more effectively meet the math learning needs of our students. Last year a bilingual math teacher worked with TBE students. This year, in addition to bilingual language skills, math teachers have push-in support from a bilingual/ESL teacher to enable more effective grouping and materials. Also, the school will continue to use IReady Math, an online program for math remediation.

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 2015:

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

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

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

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

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

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

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

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

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

ESL Program:

There were no non-Spanish speaking students who required native language translation in the Spring 2015 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 2015:

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

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

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

Level 4: 0

As with students in TBE classes, ELLs in ENL 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 IReady licenses and increased the use of small grouping using the Milestones language learning series to ensure needs-based, rigorous instruction. IReady and Milestones are both research-proven to increase reading skills for ELLs and other students reading below grade level. In addition, ENL students attend extended day programs for an additional 1 hour and 15 minutes of literacy instruction, twice weekly.

4b) For both TBE and ENL programs, ELL Periodic Assessment results will be compared to most recent and previous NYSESLAT and NYSITELL 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.

4c. To date, we have completed four years of school-wide periodic assessments (PA) in all subject areas (ELA, Math, Social studies, Science, Latin, and Art) and data was analyzed for student performance. In the TBE program, students were able to use native language versions of the math assessment. In the ENL 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 ENL 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Not applicable

6. How do you make sure that a student's new 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 contains 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. Teachers meet weekly to discuss students' language progression/growth. Students' language levels are included in daily lessons for grouping and other differentiation techniques to enhance students' ability to advance their language skills. We also use our ENL curriculum "Milestones" to assess students' progress by using the units' quizzes and tests. This data is then used to modify instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Not applicable

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

In both TBE and ENL programs, success will be gauged by progress on state assessments and student performance on formative in-class assessments for the IReady 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 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 an ENL 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 NYSITELL testing by ENL 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 ENL coordinator.

ENL/Bilingual staff responsible for initial screening and administering the HLIS and NYSITELL:

Miriam Ruiz, ENL 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

Raydiris Olivo, Bilingual Teacher, Common Branch certification with bilingual extension (pursuing ESL certification)

James Connors, Bilingual Teacher, Common Branch certification with bilingual extension (pursuing ESL certification)
Heidy Olivo, Bilingual Teacher, Common Branch certification with bilingual extension, Special Education (pursuing ESL certification)

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process which includes 1) Administering the oral interview questionnaire and 2) administering the Literacy Evaluation for Newcomer SIFE (LENS) for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification for newly enrolled students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee).

Our LPT is comprised of:

- Dr. Patrick Awosogba/ Principal
- Ms. Miriam Ruiz / ENL Coordinator
- Ms. Marcia Thomas/ Director of special education
- The student's parent or guardian

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement letters are sent home within 5 school days of ELL determination with the student and by mail. We inform parents of the results of the NYSITELL and ELL status in the parents' preferred language.

Staff responsible for distributing the letters

Miriam Ruiz, ELL Coordinator

Sonja Fernandez, Parent Coordinator

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed through a letter in their preferred language of their right to appeal the ELL status within 45 days. Copies of these letters are filed and maintained in a binder in the ELL office.

Staff responsible for filing the letters:

Miriam Ruiz, ELL Coordinator

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parent orientation is conducted by an ENL 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 programs 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 NYSITELL within 10 days to verify ELL status. The Transitional Bilingual program is the default placement when a parent survey is not returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

To ensure that parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ENL/bilingual staff. If a parent chooses not to complete the forms during the orientation, the ENL 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 NYSITELL 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 ENL coordinator, as are copies of annual continued entitlement or proficiency letters. Oral and written communications with parents are always conducted in the parent's preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
To ensure that parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ENL/bilingual staff. If a parent chooses not to complete the forms during the orientation, the ENL 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 NYSITELL 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 ENL coordinator, as are copies of annual continued entitlement or proficiency letters. Oral and written communications with parents are always conducted in the parent's preferred language. To track the completion of the Parent Survey and Program Selection forms, the ENL coordinator has created a spreadsheet to record the forms returned by the required students. If parents do not return the completed forms on time, the parent coordinator and/or ENL coordinator will contact those parents to remind them of this requirement. Oral and written communications with parents are always conducted in the parent's preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed to the students and by mail. We inform parents of their student placement in their preferred language. Oral and written communications with parents are always conducted in the parent's preferred language. .
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of the HLIS, Parent Survey, Program Selection form, and entitlement letter are retained in a binder with the ENL coordinator, as are copies of annual continued entitlement or proficiency letters.
11. 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. To ensure that all students mandated to take test are included, we run the ATS report RLER. The bilingual teachers, along with the ENL coordinator divide the student equally. We begin by administering the speaking part; the test is administered by someone other than the classroom teacher. For the reading, writing and the listening section, we select three days to administer the testing, two days are created for make ups.
ENL/Bilingual staff responsible for administering the test:
Miriam Ruiz, ENL 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
Raydiris Olivo, Bilingual Teacher, Common Branch certification with bilingual extension (pursuing ESL certification)
James Connors, Bilingual Teacher, Common Branch certification with bilingual extension (pursuing ESL certification)
Heidy Olivo, Bilingual Teacher, Common Branch certification with bilingual extension, Special Education (pursuing ESL certification)
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are distributed to the students and by mail. We do this in the parents' preferred language.
Staff responsible for distributing the letters:
Miriam Ruiz, ELL Coordinator
Sonja Fernandez, Parent Coordinator
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Since 2013, we have conducted orientations and placed 27 students as ELLs. Parent choices from the Program Selection form for our newcomer ELLs include 22 Transitional Bilingual, 1 Dual Language, and 4 ESL choices. Currently we offer TBE and ENL programs. The programs offered at MHSTA (TBE and ENL) 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 2014-2015 in parent notifications which also note scores on most recent NYSITELL or NYSESLAT. Parents were also informed of our programs and student placement during Curriculum Night held 9/21/15. 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 (TBE) 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

ENL programs consist of 4 classes (200 minutes) weekly of integrated ENL for expanding students and 4 classes (200 minutes) each weekly of integrated and standalone ENL for entering, emerging, and transitioning students. In the ENL program, the model used is integrated differentiated language instruction, and standalone ENL scaffolded for ELLs with IEPs in self-contained special education classes. For TBE and ENL 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 all levels of proficiency. In this program, we use block and heterogeneous grouping. ELLs in 6th-8th grades who receive ENL instruction remain with their home class for content instruction with push-in ENL and HLA support. Students in the 6th-8th grade general education TBE classes have a twice a week advisory class of ENL and reading skills, which is ungraded and homogenous: newcomer students in 6th-8th grade receive beginner ENL instruction, while transitioning and expanding students in all grades receive differentiated reading and writing instruction.
 - b. TBE program. *If applicable.*

TBE programs consist of eight classes of ENL (integrated/standalone) weekly (400 minutes) for entering, emerging and transitioning students. Expanding students have 4 classes weekly (200 minutes) of integrated ENL and 4 classes weekly (200 minutes) ELA. All students have 4-6 classes weekly (200-300 minutes) of HLA instruction (Math, Science). To accommodate the instructional needs and requirements of our heterogeneous TBE class populations, we provide ENL and HLA instruction within content classes using collaborative teaching methods and grouping based on academic and language proficiency levels. 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 ENL instruction based on language proficiency levels. TBE program models use block and heterogeneous grouping. There are three Spanish TBE classes: One general education 6th grade, one general education 7th grade, one general education 8th grade. ELLs in these classes include all levels of language proficiency.
 - c. DL program. *If applicable.*

Not applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

TBE programs consist of eight classes of ENL (integrated/standalone) weekly (400 minutes) for entering, emerging and transitioning students. Expanding students have 4 classes weekly (200 minutes) of integrated ENL and 4 classes weekly (200 minutes) ELA. All students have 4-6 classes weekly (200-300 minutes) of HLA instruction. To accommodate the instructional needs and requirements of our heterogeneous TBE class populations, we provide ENL and HLA instruction within content classes using collaborative teaching methods and grouping based on academic and language proficiency levels.

ENL programs consist of 4 classes (200 minutes) weekly of integrated ENL for expanding students and 4 classes (200 minutes) each weekly of integrated and standalone ENL for entering, emerging, and transitioning students.

So far this year we have received three newly enrolled ELLs, 3 Spanish-speakers, who were placed in TBE based on parent choice. In addition, this year we have ELLs from six language groups (Spanish, Bengali, French, Arabic, Hindu, and Wolof). To ensure mandated instructional minutes and instructional needs of students are met at all language proficiency levels, we use flexible small group instruction based on ongoing assessments.
3. Describe how core content is delivered in each program model. 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 ENL 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/ESL 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 home languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, the HLA 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 ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for all ELL subgroups. MHSTA uses the Read 180 program and extended instructional days (twice weekly, additional 2 hours instruction in reading and math) to build student strengths in language, literacy, and math. In addition, to these added instructional supports, the following instructional differentiation is provided for specific ELL subgroups: SIFE Students: SIFE students (currently there is 1 student in 6th grade, 3 in 7th grade, and 3 in 8th grade) receive additional instructional support via meetings with content teachers to discuss and address weaknesses. They receive weekly integrated and standalone ENL instruction, and attend extended day programs 5 hours per week for additional literacy and math support.

Newcomers: 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 standalone intensive, structured ENL instruction. HLA 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.

Developing: ELLs in US schools 4-6 years: Administrators and teachers analyze available and current test data (NYSESLAT, ELA, and Math, content areas 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.

Long Term ELLs: 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.

Former ELLs: ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers and ESL instructors who meet regularly to learn and apply ESL teaching methodologies to support continued language support and development. This year there are 28 proficient ELLs being monitored for progress and support: 5 6th graders, 12 7th graders, and 11 8th graders. 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 IReady, 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

To ensure that the student's academic progress has not been adversely affected by this change, the principal might review the Re-identification Process decision. The principal will consult with the ENL coordinator, the parent/guardian, and the student. If the principal, based on the recommendation of the ENL coordinator and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides additional support services to the student and may reverse the determination within 6-to-12 month period. If the principal decides to reverse the ELL status, he

Chart will consult with the superintendent or his/her designee. Final decision notification is provided in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

ENL/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 ENL 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), 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 needs, from entering to expanding students.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL 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 ICT 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

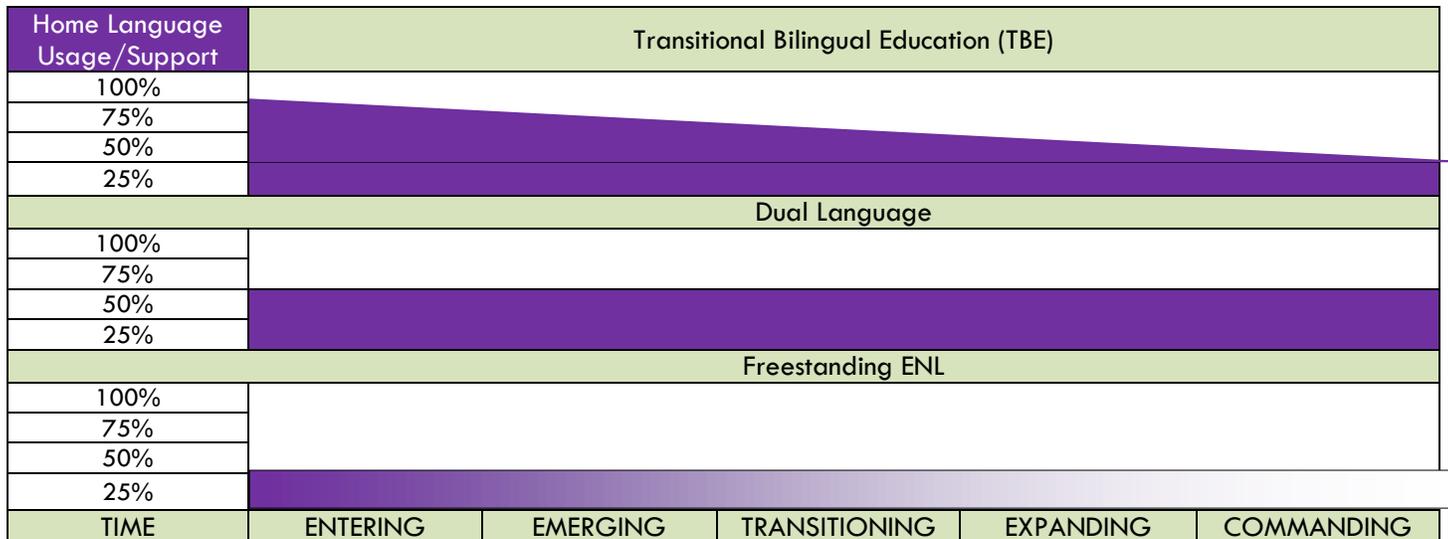


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 IReady program for individualized, targeted reading intervention. This program is 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 additional 1:15 minutes of literacy instruction, including reading comprehension and writing skills.
Math: ELLs attend the extended day program for additional 1:15 minutes of math instruction, including computation and grade-level concept skills.
Social Studies and Science: we provide small group instruction and translation services for ELL students to ensure that they make progress in all content areas. Students that need extra support in these areas are identified for additional instruction during our afterschool program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The IReady program uses diagnostic assessments to assess students' literacy and Math skills before they begin the program. It also assesses students' progress throughout the year by providing assessments at the end of each lesson/unit. Teachers have access to this data through the online tracking system. The program uses 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. The same process is used to assess students' progress in Social studies and Science but use teacher-made quizzes/tests as instrument for assessment. All teachers have access to this data either through Google Docs or teacher-made record keeping. They discuss this information during our weekly meetings in each content area and/or grade team meetings.
12. 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 during the school, and may develop additional ESL programs based on parent selection.
13. 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 IReady for all ELLs and special needs students. Other changes may be made based on similar student performance data.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 IReady to build literacy skills, with access to both English and Spanish audio and text. This program has 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 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 entering students in the Spanish TBE programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is delivered in the TBE program by bilingual Spanish certified instructors in HLA, 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).
17. Explain how the school ensures all required services/resources support and 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 grade. All instruction is linked to and guided by NYS 6th, 7th and 8th grade common core standards for content and literacy. All the services and resources are adapted for ELLs and SWDs according to their language proficiency and /or cognitive levels. Teachers use individualized student data to scaffold instruction such as creating graphic, modifying text density, and providing texts in their student native language

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

MHSTA conducts a summer orientation session for all students in August, 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.

We also have an ELL parent night in which teachers and parents discuss students' academic goals and resources for instructional support. The following staff members maintain an open and constant communication with parents as well:

Ms. Miriam Ruiz / ENL Coordinator

Ms. Sonja Fernandez / Parent coordinator

19. What language electives are offered to ELLs?

7th and 8th grade students, including expanding ELLs in ENL programs, take Spanish language elective. Our entire 6th grade ELLs take Latin as well. 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.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ENL and HLA/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 ENL instruction at all grade levels.

Tentative Schedule:

2 workshops on "using differentiation to improve learning for ELLs," Nov. 13, 2015 and Jan. 15, 2016 provided by Ms. Ruiz
2 workshops "discussing the common core challenges facing ELL students and using data to improve instruction for ELLs," on Dec. 11, 2015 and Feb. 12, 2016 provided by Mr. Leblanc
2 workshops on "supporting ELL students with the writing component of the Math and ELA bundles," on March 11, 2016 and April 4, 2016 provided by Aussie consultant

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Workshops on engaging ELLs using the common core learning standards are ongoing throughout the year at MHSTA. We have attended a professional development on assessing our ELL data and analyzing what standards students need the most help in. We have provided in house professional development for all staff on making content comprehensible for ELLs and scaffolding strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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. Our social worker supports students' transition to high school by providing them with the information they need to effectively apply and find a good match for high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

To meet the new professional development requirements and 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 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 ENL coordinator.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

MHSTA provides an ELL parent night to meet with the parents or guardians of English language learners to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. All our teachers participate to inform the parents or guardians about the child's language development in all content areas in English and in the child's home language (Spanish) in the case of students enrolled in a bilingual education program. This meeting is conducted with a qualified interpreter/translator (ENL or parent coordinator for Spanish, or a translation provider for other languages) in the language or mode of communication the parent or guardian best understands.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

MHSTA records and keeps attendance to the annual individual meetings with ELL parents using a binder with information such as attendance, teacher notes, and letters sent before and after the meetings as outreach conducted throughout the year. Oral and written communication is always provided in the parent preferred language.

Staff responsible: Miriam Ruiz, ELL Coordinator

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement at MHSTA is fostered through PTA meetings, SLT meetings, and parent conferences. Curriculum night on September 21st, 2015 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 Engradepro, 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. Oral and written communication is always provided in the parent preferred language.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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 school students. All workshops include translation for Spanish-speaking parents and others.
5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents? 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. The parent coordinator supports our open-communication with parents by constantly meeting with them and scheduling parent-teacher meetings when necessary. Oral and written communication is always provided in the parent preferred language.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Science and Technology Academy

School DBN: 09X454

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Patrick Awosogba	Principal		10/30/15
Marcia Thomas	Assistant Principal		10/30/15
Sonja Fernandez	Parent Coordinator		10/30/15
Miriam Ruiz	ENL/Bilingual Teacher		10/30/15
Ramona Monegro	Parent		10/30/15
Kaitlyn Hanson, Math	Teacher/Subject Area		10/30/15
Yoshie Otomo, ELA	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Brenda Rodriguez	School Counselor		10/30/15
Leticia Rodriguez-Rosario	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X454** School Name: **Mott Hall Science and Technology Ac**
Superintendent: **Leticia Rodrigu**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To keep records of languages our parents speak,, we have created a google doc that we update regularly. This report is designed to keep this information by grade and class. We also use the "Adult Preferred Language report" (RAPL), students' blue eemergency cards, parent surveys to update this data.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Bengali, Wolof. French, Arabic, Bengali, Hindu

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters (monthly), Parent-teacher conference announcements (twice a year), After-school program information (once a month), NYS testing dates (twice a year), Curriculum night letter and curriculum overview (once a year), letters from school leadership (various frequently), High School application information letter (monthly until December 2015),

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night (Sept. 21, 2015)
Parent-teacher conferences (Nov. 17-18 and Mar 16-17)
Parent-engagement (every Tuesday 2:20-3:15)
High School Application informational sessions (October and November)
ELL Parent information session (October)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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. We have also created a system in which have listed the bilingual staff who can be called upon to interpret if needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To make sure that all staff members are aware of how to use translation services and the over-the-phone interpretation services, the language access coordinator will conduct a PD demonstrating how to access and use these services. Language ID Guides and a how-to guide will be also provided.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Twice a year, the school will conduct a parent survey to assess the the quality and availability of services. The language access coordinator and parent coordinator will work closely together to create next steps based on the feedback from parents.