



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____LOLA RODRIQUEZ DE TIO ACADEMY OF FUTURE TECHNOLOGIES_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____07X162_____

PRINCIPAL: MARYANN MANZOLILLO **EMAIL:** _____MMANZOL@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____YOLANDA TORRES_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maryann Manzolillo	*Principal or Designee	
Lili Natale	*UFT Chapter Leader or Designee	
Luz Noemi Campos	*PA/PTA President or Designated Co-President	
Jenny Morales	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Migdalia Robles	Member/parent	
Nidia Cepin	Member/parent	
Monique Burns	Member/parent	
Irene Castro	Member/teacher	
	Member/teacher	
	Member/	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To increase student performance in English Language Arts by developing engaging, coherent and rigorous curriculum aligned to the Common Core Learning Standards inclusive of Performance Based Task. To introduce and expand to the UDL principles for integration in curriculum planning to ensure the progress of subgroups including English Language Learners and Students with disabilities.

Comprehensive needs assessment

Did not make AYP for this subgroup, Did not make AYP in the subject/area, Priority area for improving student performance based on progress report, Addressing DOE Quality Review Statement, Addressing Joint Intervention Review finding

Instructional strategies/activities

- To improve Literacy instruction for ELLs in all content areas by using a highly structured standards-based curriculum, Performance-Based-Task – Responsible Staff- administrators, data specialist, mentors, lead teachers – for all staff Sept - June
- To conduct a comprehensive review and analysis of students English Language Arts (ELA) achievement data using Acuity reports, ARIS and Performance Scantron – Responsible Staff- administrators, data specialist- for all staff Sept - June
- To disaggregate data by major student subgroups- ELLs – Responsible Staff- administrators, data specialist- for all staff Sept - June
- To use quantitative and qualitative data (included in Teacher Conference Binder) to evaluate effectiveness of ELA instruction- Responsible Staff- administrators, data specialist, lead teachers, mentors, all staff Nov. - June.
- To provide for ongoing embedded assessment for periodic individual, small group and whole group assessment – Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff Sept - June
- To continue longitudinal studies of individual students to show achievement growth in English Language Arts as evidenced by: performance on standardized exams, teacher made assessments, informal classroom assessments, interim exams, NYS Alternative Assessments, running records, Writing Aviator pre and post testing, Ramp –up pre and post testing and predictive and adaptive exams- Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff Sept - June.
- To provide comprehensive professional development for teachers of every content area which will focus on differentiation of instruction using DOK (Depth of Knowledge) using the standardized curricula on each subject, using UDL (Universal Design for Learning)- Responsible Staff- administrators, data specialist, mentors, lead teachers, for all staff Sept - June.
- To provide on-site coaching from American Reading Company for teachers of ELA and ELL’s to improve the delivery of instruction and student performance Sept - June.
- To provide support from the Inquiry Team focusing on their examination of performance problems of low performing students. Additional focus and support is given to high achieving students who receive enrichment activities. They test instructional strategies that will help to close the achievement gap of ELLs – Responsible Staff- administrators, Inquiry Team members, mentors, lead teacher, UFT Teacher Center Support for all staff Oct - June
- To integrate literacy with the arts to reinforce skills and strategies of students and through the use of technology- Responsible Staff- administrators, music teachers, art teachers, lead teachers, mentors- for selected teachers Nov.-June
- To provide students in grades 6-8 with additional instruction in ELA, Math and Science- Monday and Friday (3:00-5:00) – Responsible Staff- administrators, selected teachers Jan - May.
- Students will be trained in “academic” language, which they will use in making cross curricular connections in ELA, Science and Social studies Sept - June.

- Teachers are aligning their curriculum maps to the Common Core Learning Standards in all content areas Sept - June.
- Teacher teams will meet weekly to develop a standard baseline writing exercise including a selected reading, which will be given to all students during the first two weeks in September.
- Teacher teams will develop rubrics using the common core standards for each grade to score the baseline writing samples. Using a collaborative inquiry-process in our Teacher Teams to address the 2011-12 instructional expectations Sept – Jan.
- Based on the baseline writing samples a needs assessment for each class and grade will be developed and teacher teams will develop specific unit and lesson plans to remediate and re-teach the needed skills Oct - May.
- Administrators, lead teachers, and coaches will review and revise the unit plans and lessons as needed Ongoing Sept - June.
- Units and lessons will be produced and executed in all classrooms by classroom teachers. Modeling will be provided by lead teachers, outside consultants and the administration as needed Nov. June.
- During the weekly team meeting teachers will share the progress of classes and students using the lessons and refine and rework them as needed Ongoing Sept-June
- Monthly assessment using the National Geographic Thematic Literature Series for the development of writing tasks will be given and the results shared within the teacher teams Ongoing Sept-June..

Strategies to increase parental involvement

- Parental workshops will be held to explain the new common core learning standards in ELA to parents and what this will mean to the yearly testing program.
- Parents will be invited to work with guidance and social workers to choose their students high schools wisely at a series of workshops for each grade and class.

Strategies for attracting Highly Qualified Teachers (HQT)

Since our staff remain relatively stable we do not need to attract new staff members to our school but now we must continue to work with our existing staff to make sure they are trained in the implementation of the common core performance based tasks.

Our network was part of the pilot and we have worked with the Atlas online system to create and post common core tasks and timelines on the Atlas website.

We have enlisted to American Reading company and America's Choice to train our ELA staff in the implementation of the 100 book challenge and Writing Aviator and literacy Navigator programs. Each of these companies are providing on site in classroom training including modeling for teachers.

Service and program coordination

Our SINI funds have been used to purchase the professional development from America's Choice and American Reading Company and to provide AIS intervention services in our afterschool programs.

We work with the SES providers to make sure that the programs they provide for our students are aligned with the in school program and support student progress by encouraging our staff to take a leadership role in the implementation of the SES programs on site.

Budget and resources alignment

Since X162 is a Title I School-wide Program school Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student funding (Tax Levy), Title I funds, SIIG Funds and human resources to implement this action plan from Sept 2011- June 2012.

100% of the Contract for Excellence money is used for teacher salaries to fund four teacher including a UFT Teacher center teacher, a Reading specialist, and AIS teachers. 75.6% of the Title 1 SWP monies are used to fund full and partial teacher salaries to reduce classroom size and student teacher ratio during the instructional period.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To increase student performance in Mathematics by developing engaging, coherent and rigorous curriculum aligned to the Common Core Learning Standards inclusive of Performance Based Task, including mathematical modeling and constructive arguments. To introduce and expand to the UDL principles for integration in curriculum planning to ensure the progress of subgroups including English Language Learners and Students with disabilities.

Comprehensive needs assessment

Did not make AYP for this subgroup, Did not make AYP in the subject/area, Priority area for improving student performance based on progress report, Addressing DOE Quality Review Statement, Addressing Joint Intervention Review finding

Instructional strategies/activities

- To increase the use of data and assessment materials in planning for the delivery of instruction and for setting student and class goals- Responsible Staff- administrators, data specialist, mentors, lead teachers Sept - June.
- To use data more uniformly across the school community to provide differentiated instruction- Responsible Staff- administrators, data specialist, mentors, lead teachers Sept - June.
- To conduct a comprehensive review and analysis of students' mathematics achievement data using Acuity reports (ARIS) – Responsible Staff- administrators, data specialist, mentors, lead teachers- for all staff Sept - June
- To disaggregate data by major student subgroups- i.e. ELLs – Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff Sept - June.
- To use quantitative and qualitative data to evaluate effectiveness of mathematics instruction- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff Sept - June.
- Analysis of individual student data by teachers to inform differentiated instruction- selected teachers – Responsible Staff- administrators, data specialist, New York University Consultant, mentors, lead teachers- for all staff Sept - June.
- To provide for ongoing embedded assessment for periodic individual, small group and whole group assessment – Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff Sept - June.
- To provide for different types of assessments as subgroups show what they know in different ways- all staff- Responsible Staff- administrators, data specialist, Bilingual Coordinator, mentors, lead teachers- for all staff Sept - June.
- To provide additional support for students on all grades by their attendance in the After School Study Center- Tuesdays, Wednesdays, Thursdays, 3:00-5:00- Responsible Staff- administrators, data specialist- for selected staff Sept - June.
- To provide programming which will facilitate homogenous grouping of students in mathematics across the grade.
- To provide support by the Inquiry Team by their examination of performance problems of low performing students. They will test instructional strategies that will help to close the achievement gap of lowest performing students in mathematics Sept - June .
- To design a program for high achieving students in mathematics in grades 7 and 8 which will prepare them to take the Integrated Algebra Regents at the end of

Grade 8 Sept - June

- A baseline assessment will be given to all students during the first two weeks of September. This assessment will include performance based assessments and extended response questions.
- Teacher teams will meet weekly to develop performance based assessment tasks which are aligned to the common core standards as identified by the baseline samples Oct-June
- The teachers will review the baseline data from each student and class and group the students for instruction in their classes Oct-June.
- Performance based tasks will be the focus of the mathematics instruction for each week. These tasks will be taken from the Impact Math curriculum and modified according to the learning needs of the student groups Sept - June.
- Unit plans and individual lessons will be developed by the teacher teams and executed in the classrooms with the assistance of the consultant from NYU and support from Network personnel Sept - June.
- Modeling will be provided by lead teachers, peer teachers, outside consultants and the administration as needed Sept - June.
- During the weekly teacher team meetings teachers will share the progress of classes and students and refine the lessons as needed Sept - June.
- Weekly plans will include assessment tasks imbedded in the student work and will be monitored by teachers and administration Sept - June.

Strategies to increase parental involvement

- Parental workshops will be held to explain the new common core learning standards in Mathematics to parents and what this will mean to the yearly testing program.
- Parents will be invited to work with guidance and social workers to choose their students high schools wisely at a series of workshops for each grade and class.

Strategies for attracting Highly Qualified Teachers (HQT)

Since our staff remain relatively stable we do not need to attract new staff members to our school but now we must continue to work with our existing staff to make sure they are trained in the implementation of the common core performance based tasks. Our network was part of the pilot and we have worked with the Atlas online system to create and post common core tasks and timelines on the Atlas website. We have enlisted to New York university to provide professional development including on site in classroom modeling for teachers.

Service and program coordination

Our SINI funds have been used to provide AIS intervention services in our afterschool programs. We work with the SES providers to make sure that the programs they provide for our students are aligned with the in school program and support student progress by encouraging our staff to take a leadership role in the implementation of the SES programs on site.

Budget and resources alignment

Since X162 is a Title I School-wide Program school Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student funding (Tax Levy), Title I funds, SIIG Funds and human resources to implement this action plan from Sept 2011- June 2012. 100% of the Contract for Excellence money is used for teacher salaries to fund four teacher including a UFT Teacher center teacher, a Reading specialist, and AIS teachers. 75.6% of the Title 1 SWP monies are used to fund full and partial teacher salaries to reduce classroom size and student teacher ratio during the instructional period.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Improve Teacher effectiveness by developing a shared understanding using a research based rubric, of instructional excellence through a program of professional development and teacher observation with meaningful feedback. School leaders will effectively communicate a vision for the school and inform staff of clear expectations. Administrators will increase the number of observations formal and informal to support strengthening teaching effectiveness.

Comprehensive needs assessment

Addressing DOE Quality Review Statement

Addressing Joint Intervention Review finding

Improving teacher quality and effectiveness

Priority area for improving student performance based on progress report.

Instructional strategies/activities

- Supervisors will review the teacher developed lesson plans and observe the delivery of instruction in each classroom for 6-10 mini observations per teacher per year.
- Teachers will complete a self assessment using the Danielson's rubric, and or the Marshall rubric.
- The principal and the assistant principal will participate in professional development including on site coaching using the Marshall rubric.
- Teachers will receive immediate face to face feedback from the administrators followed by short written feedback.
- Checklists for student progress in ELA and Math skills will related to the Common core standards will be developed by teacher teams to assess trends across the class and or grade.
- During weekly meetings teachers, using specific student data will design unit and lesson plans to teach the common core standards using accountable talk and high order questioning techniques.
- Administrators will create a schedule of mini observations formal for non-tenured and tenured teachers in danger of a unsatisfactory rating.
- Mini informal observations will be held six to ten times per year for all teachers as a non evaluative measure to improve the delivery of instruction and insure the development of rigor in all classes.
- Professional development will be provided in the DOK model (Depth of Knowledge) by Network personnel.

- School wide activities will focus on the improvement of instruction and the implementation of differentiated instruction models – Responsible staff members- administration, Data Specialist, lead teachers, mentors, consultant - for all staff members.
- Planning sessions will be scheduled during and after school, where all members of the school community can take part in a dialogue to plan and share ideas for the improvement of instruction and collaboration- Responsible staff members- the administration, Data Specialist, Lead teachers, consultant, mentors- for all members.
- Teacher / staff committees will continue to be in place to review and decide on the purchase of books, supplies and instructional materials- Responsible staff members- the administration, Data Specialist, Lead teachers, consultant, mentors- for all staff members.
- Teachers and staff will continue to participate in implementation meetings for School Based Options, scheduling classes and school reorganization, including room changes- Responsible staff- administration, UFT Chapter Chairperson –for all staff members .

Strategies to increase parental involvement

- Teachers have volunteered to provide workshops and training for parents on a variety of topics including: choosing a high school, Bullying prevention, monitoring your child on Facebook and other networking sites, etc...

Strategies for attracting Highly Qualified Teachers (HQT)

Staff is being training in the implementation of the Common Core Learning Standards and the use of Performance Based Assessments. Staff are also using the Danielson / Marshall rubrics to self assess and set individual teaching goals.

Service and program coordination

The UFT Teacher center will support teacher learning and cooperation.

Our SINI funds have been used to provide AIS intervention services in our afterschool programs.

We work with the SES providers to make sure that the programs they provide for our students are aligned with the in school program and support student progress by encouraging our staff to take a leadership role in the implementation of the SES programs on site.

Budget and resources alignment

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ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To increase student attendance and parental Involvement to ensure students academic success.

Comprehensive needs assessment

Addressing DOE Quality Review Statement, Addressing Joint Intervention Review finding, Improving attendance rates, Improving parent involvement

Instructional strategies/activities

- Parent Teacher Association meetings scheduled for morning and evenings to accommodate working parents and teachers- Facilitated by PTA President, Parent Coordinator- monthly
- School Leadership Team meetings- Facilitated by SLT Chairperson.
- Parent Coordinator will reach out to parents to encourage attendance at meetings, workshops, trips- Facilitated by the Parent Coordinator.
- Parent Coordinator will reach out to Community Based Organization's for support- i.e. Lincoln Hospital- Facilitated by the Parent Coordinator.
- Parents will be encouraged to attend Parent Teacher Conferences- Facilitated by the Principal, Assistant Principals, Parent Coordinator, PTA President and teachers.
- Parent teacher reciprocal relationship formed by the creation of teacher parent social committee to facilitate luncheons, dinners, sharing fairs etc...
- All members of the school community, teachers, support staff, parents (i.e. PTA, School leadership Team and community partners will participate in joint activities for the planning and improvement of School-Wide initiatives-Responsible staff members-School Leadership Team Chairperson, administration, Parent Coordinator.

Strategies to increase parental involvement

- Outreach to parents has been increased by the assignment of office staff and support personnel to make phone calls and personal outreach prior to meetings and workshops.
- School leadership and Parent Association meetings are being held at the convenience of the parents so that they can attend more consistently.

Strategies for attracting Highly Qualified Teachers (HQT)

Since our staff remain relatively stable we do not need to attract new staff members to our school but now we must continue to work with our existing staff to make sure they are trained in the implementation of the common core performance based tasks.

Our network was part of the pilot and we have worked with the Atlas online system to create and post common core tasks and timelines on the Atlas website.

We have enlisted to New York university to provide professional development including on site in classroom modeling for teachers.

Service and program coordination

The Leadership program is being implemented in our sixth grade classrooms through a violence prevention grant.

Attendance incentives are being provided for students using parental involvement funds.

Budget and resources alignment

Since X162 is a Title I School-wide Program school Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student funding (Tax Levy), Title I funds, SIIG Funds and human resources to implement this action plan from Sept 2011- June 2012.

100% of the Contract for Excellence money is used for teacher salaries to fund four teacher including a UFT Teacher center teacher, a Reading specialist, and AIS teachers. 75.6% of the Title 1 SWP monies are used to fund full and partial teacher salaries to reduce classroom size and student teacher ratio during the instructional period.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

Teachers, parents and students will feel comfortable and safe in the school environment as evidenced by their responses in the Learning Environment Survey

Comprehensive needs assessment

Addressing DOE Quality Review Statement, Addressing Joint Intervention Review finding, Improving attendance rates, Improving parent involvement, Responses of Learning Environment Survey

Instructional strategies/activities

- The PBIS (Positive Behavior Intervention System) program which was begun last year will be continued and reinforced through additional assembly programs and teacher retraining. The teacher lead committee will prepare and make a calendar of events to reinforce the PBIS rewards.
- A RTI (response to Intervention) model for behavior management will be produced by a teacher committee and implemented to improve student behavior.
- The reduction in size of the school to consolidation on one floor has reduced the number of deans from two to one, but additional personnel have been identified to support behavior on the floor.
- The SAVE room has been relocated to the first floor so to be away from the general population and isolated.
- Parent workshops on bullying, student safety in and out of school, and gang awareness are being planned by the parent coordinator and outside agencies. The network is providing support in helping to find agencies to deliver specific workshops.
- Teachers will be provided professional development in the area of discipline using the RTI lessons and will learn tier one and tier two actions to prevent further referral.
- A teacher lead book club will be formed to turn study the book “ RTI Success” during lunch periods and apply the lessons learned in the classrooms.
- The Leadership program has been contracted to provide lunch time recreational activities and classroom *based lessons for the semester.*
- *A teacher based committee to address safety concerns and report recommendations will be formed and they will report out at the November and June Professional development sessions.*

Strategies to increase parental involvement

- Parents have been invited to attend workshops on recognizing gang related behaviors, reducing bullying, and monitoring their child’s online use.
- Parents have been invited to become part of a teacher parent social committee to increase the positive interaction between the staff and the home.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers are being provided with professional development to help their classroom management and reduce the number and severity of incidents in the classroom.

Service and program coordination

The UFT Teacher center will support teacher learning and cooperation.

Our SINI funds have been used to provide AIS intervention services in our afterschool programs.

We work with the SES providers to make sure that the programs they provide for our students are aligned with the in school program and support student progress by encouraging our staff to take a leadership role in the implementation of the SES programs on site.

Budget and resources alignment

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ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
1	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
2	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
3	n/a	n/a	N/A	N/A	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	55	53	10	0	15	0	12	0
7	60	55	10	0	12	0	12	0
8	83	90	15	15	12	0	15	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Small group instruction using Wilson/ READ 180 by reading specialist Small group instruction by push in teacher during ELA instructional period After school program three days per week Jan – May Kaplan ELA program Sept - Oct
Mathematics	Small group instruction by push in teacher during Math instructional period After school program three days per week Jan - May Kaplan Math program Sept - Oct
Science	After school Science exploration club Jan – May Teacher pull out model for grade 8 at risk students Afterschool exit project assistance for grade 8 students Jan - May
Social Studies	Afterschool exit project assistance for grade 8 students Jan - May
At-risk Services provided by the Guidance Counselor	Guidance personnel see students on a case by case referral from the teachers, dean, A.P. and parents
At-risk Services provided by the School Psychologist	Case load does not allow room for at risk students except in extreme emergency.
At-risk Services provided by the Social Worker	Social workers see students on a case by case referral from the teachers, dean, A.P. and parents

At-risk Health-related Services

On site Hunt's Point Clinic provides health related services for at risk students, non DOE.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**SCHOOL PARENTAL INVOLVEMENT POLICY
PART I - GENERAL EXPECTATIONS**

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:

- Encourage parents to attend district and regional parent meetings
- Send home notices and letters informing parents of events and meetings

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162Bronx** will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

- Hold monthly meetings with the PTA Executive Board
- Attend PTA meetings when invited
- Hold parent orientation for new and returning students each September
- Distribute the Parent Involvement policy to all parents at the January 2010 PTA meeting.

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Learning Leaders

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Conduct a survey of parent needs and responses in September
- Distribute and collect the evaluation form at the Parent Orientation meetings
- Review and discuss the information gathered with the PTA, school leadership team and teachers and staff
- Respond to the issues identified in the survey as possible.

The **Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school

involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - the State's academic content standards;
 - the State's student academic achievement standards;
 - the State and local academic assessments including alternate assessments;
 - the requirements of Title I, Part A;
 - how to monitor their child's progress; and
 - how to work with educators.

Conducting parent workshops in academic skills, homework assistance, parenting skills, modifications and changes in the testing program, high school admissions process, and other topics identified by the parents and staff as being needed.

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement such as literacy training, and using technology. Additional parental involvement includes: providing workshops in technology, academies in Literacy and Mathematics in both English and Spanish, and use of a dual language lending library for parents to use in reinforcing students' reading skills at home. Parental assistance reflects reasonable and necessary expenses associated with parental involvement activities. This includes transportation and child care costs to enable parents to participate in school-related meetings and training sessions. To maximize parental involvement and participation in their children's education, school meetings are arranged at a variety of times. In-home conferences are conducted between teachers or other educators with parents who are unable to attend those conferences at school.
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners. The full time Parent Coordinator will implement and coordinate parent programs and build ties between parents and schools and encourage contributions of parents.
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities is sent to the parents of Title I participating children in an understandable and uniform format (including alternative formats upon request and to the extent practicable, in a language the parents can understand).

Provide all parents with notices of meetings, events and school related functions in their native language as much as possible through the use of a school based translator and or the regional citywide translation department.

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

This School-Parent Compact is in effect during school year 2011-2012

School Responsibilities

The Lola Rodriguez de Tio School of Future Technologies I.S. 162 Bronx will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:**
 - **High quality instruction will be provided for all students and additional academic interventions will be provided by push in and pull out programs, after school and weekend academies.**
- **hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - **November and March of the school year**
 - **September Orientation for new and returning students**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - **Interim reports to parents will be sent out in October to alert them to any potential problems.**
 - **ATS Report cards will be sent November, January, March and June**
- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - **Staff on each academy team will be available during team planning meetings to meet as a team with the parents and students each week.**
- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:**
 - ***Learning Leaders* will provide training for parent volunteers in the beginning of the year to prepare them for volunteer jobs in the school.**
 - **The Parent Association room will be open and used to welcome parents into the building.**
 - **Parental Read aloud libraries will be provided for lending in both English and Spanish.**

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*

- *monitoring attendance;*
- *talking with my child about his/her school activities everyday;*
- *scheduling daily homework time;*
- *providing an environment conducive for study;*
- *making sure that homework is completed;*
- *monitoring the amount of television my children watch;*
- *volunteering in my child's school and classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities and PTA meetings on a regular basis;*
- *insuring that my child wears the school dress code of black and white on a daily basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *expressing high expectations and offering praise and encouragement for achievement;*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *come to school dressed in the school dress code of black and white on a daily basis*
- *listen and follow directions;*
- *respect our parents, teachers and classmates;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*

- *read at least 30 minutes every day outside of school time;*
- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.)*

The Lola Rodriguez de Tio Academy of Future Technologies I.S. 162 Bronx will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, (such as in the morning or evening), so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend this meeting.
- provide information to parents of participating students in understandable and uniform formats, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate as appropriate in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide to each parent an individual student report about the performance of their child on the state assessment in at least English Language Arts and Mathematics.
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. More than ten percent of our Title I funds have been used to provide the professional development from the American Reading company which support the implementation of the 100 Book Challenge in every classroom. In addition funds have been used to purchase classroom support and in school mentoring from experts and New York University and more recently Fordham University to support our math program.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
The consultant listed above from the ARC, NYU and Fordham work directly in classroom to support teachers. When they are not in the building their work is continued by the UFT Teacher Center Teacher who is a permanent part of our school. This UFT teacher center is new to the 162 community as of November this year.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Parent meetings are being held and letters have been backpacked to all parents to describe the school's SINI status and officering a NCLB transfer as per the New York State regulations. Prior to the November parent teacher conferences a meeting was held with parents and the school's status was explained to over ninety three parents present.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Sandra Litrico	District 07	Borough Bronx	School Number 162
School Name Lola Rodriguez De Tio			

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

Principal Maryann Manzollilo	Assistant Principal Greg Papadopoulos
Coach Irene Castro	Coach type here
Teacher/Subject Area Piedad Romero Torres/NLA	Guidance Counselor Lilian Torres
Teacher/Subject Area Luz Genao/Math	Parent Jenny Morales
Teacher/Subject Area Rachel Borst/ESL	Parent Coordinator Migdalia Gonzalez
Related Service Provider Sandra Marks /Bil SETTS	Other Lili Natale
Network Leader Sandra Litrico	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	4	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	588	Total Number of ELLs	129	ELLs as Share of Total Student Population (%)	21.94%
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Part II: ELL Identification Process

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

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

1. When a new student arrives at 162, the child's record is assessed by accessing the biographical data from the ATS system. If a student was previously enrolled in a NYC public school and is an ELL, the information including prior class placement and BESIS status is reviewed. The school then matches the placement based on parent choice. The child does not get tested using the LAB-R. However, if a student is new to the NYC public school system (code 58) an intake process occurs where the Home Language Survey is administered to the parent by a teacher. In addition, an informal oral interview is rendered by a licensed pedagogue where the home language is determined and assessed using the appropriate OTELE code. If the home language is a language other than English, then the student is tested using the LAB-R for identification purposes. The LAB-R is often administered during the first meeting or within the first 10 days of admission by one of the bilingual team teachers. Once the test is completed, it is hand scored at the school level and proficiency is determined using cut scores that were identified in the assessment memo specific for the school year. If the child passes the LAB-R, the child is programmed as a general education student. Also, if a child whose home language is Spanish (SP) fails the LAB-R, the Spanish LAB-R is administered to determine proficiency in the native language. The information gathered is entered into the ATS system using the new screen for ELL's (ELPC).

All schools are required to provide services to ELL students in accordance with the Language Allocation Policy Guidelines. In particular, schools must provide Transitional Bilingual Education, Dual Language and English as a Second Language (ESL) services as per parental choice, and must provide all levels of ESL at a minimum. New York State Commissioner's Regulation -Part 154, as amended by the NYC ASPIRA Consent Decree, requires that schools form bilingual classes in grades K-8, when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12, when there are 20 or more ELLs of the same language in any single grade.

Where appropriate and feasible, Office of Student Enrollment staff will make efforts to match students with schools that have bilingual programs should parents request such programs. If a family requests a bilingual program in a language your school does not offer, please admit the student, program ESL and contact the Office of ELLs at ELLProgramTransfers@schools.nyc.gov to alert them about the request. Staff from the Office of ELLs will work with the Office of Student Enrollment to determine whether a suitable bilingual program is available. Staff may also provide referrals to high schools that focus on serving ELLs, if the parent expresses interest in such a program.

Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect trends and patterns in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strength and weaknesses of each child. Additional scaffold with instruction then occurs which is coupled by ancillary instructional materials that addresses the needs of each student. In addition, the school utilizes the NYSESLAT results in grouping the students based on proficiency level.

Each year the students who are identified as ELL's using the RLAT and the LAt reports in ATS are administered the NYSESLAT exams over the course of several weeks. The speaking and listening parts are administered by the bilingual team teachers during small group or individual instruction. the reading and writing portions are given during class periods to students grouped by grade in the library and the Library teacher, Ms. Natale and testing coordinator Ms. Castro work together to make sure all of the eligible students are tested on all four parts.

2. During the identification process and within the 10 day rule upon registration at the school level, a Parent Orientation which

includes the showing of a video that outlines the three program models that the City currently employs. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL) - a follow up question and answer segment occurs with the facilitation of Migdalia Gonzalez, Parent Coordinator, Sandra Marks, Bilingual Teacher, Irene Castro, teacher and or Lili Natale teacher and Maryann Manzolillo, Principal who in turn is a certified licensed ESL pedagogue. Using a Parent Survey and Program Selection Form, the school asks the parent to rank the three programs accordingly, afterwhich, the facilitator discloses the different program model that the school currently employs. If the school does not have the first program choice of the parent, the Parent Coordinator then reaches out to the Office of Student Enrollment for a school or citywide placement that is the first program choice. In the interim, the child is program choice if applicable. If a parent does not show for the orientation a temporary placement is made and the school would be identifying a timeline in

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

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

following through with the request for transfer for the parent by contacting the office of student enrollment as needed. In summary, the school adheres to State and city mandates of informing parents of their child's eligibility in the LAB-R using the Entitlement Letter and or Non-Entitlement Letter. In addition, the school is consistent in being transparent and maintaining communication with parents using the Continuation Letter as a means of articulating their child's progress in a summative assessment like the NYSESLAT.

3. Appropriate letters to parents are strictly adhered to by the school. As such, Entitlement and Non-Entitlement letters, Continuation and Placement Letters are constantly utilized and distributed by the team at meetings (within the 10 day rule) during which parents are explained about the process and their rights. These meetings are facilitated by the Parent Coordinator and a licensed pedagogue. More specifically, the importance of acquiring the Program Selection Form and explaining the default program as per CR Part 154 is crucial for placement and programming purposes. If in case the letters were not timely returned by the parent, a phone call to home is employed with a follow-up letter to parents by Ms. Gonzalez, Parent Coordinator. Appropriate home visits are scheduled for parents who do not attend the meetings and an amicable parent session is rescheduled. Copies of the home language survey, the parental choice forms and the parent entitlement letters are placed in the students cumulative folder. The original documents are kept in a file in the main office maintained by the pupil accounting secretaries and available for review and audit by the bilingual staff, testing coordinator and administration.

4. Once a student is identified to be eligible as an English Language Learner, the parent is shown the three program models that the city employs. It is shown using the native language of the parent/s and the three different programs are thoroughly described (Transitional Bilingual Education, Dual Language and Freestanding ESL) - a follow up question and answer segment occurs in the parent's native language (if possible) with the facilitation of Migdalia Gonzalez, Parent Coordinator, Sandra Marks, Bilingual Teacher or Irene Castro, bilingual teacher, Lili Natale, teacher and Maryann Manzolillo, Principal who in turn is a certified licensed ESL pedagogue. The school reaches out to the Translation Unit at the DOE if the language the parent speaks is not spoken by any staff member at the school. Extensive discourse in the parent's native language and in times with the assistance of the Translation Unit is utilized with regard to articulating the linguistic needs of their child and the scientific research base implications of their placement. As a follow up, the school utilizes the appropriate letters of entitlement, non-entitlement and or eligibility purposes.

5. After reviewing the Parent Surveys and Parent Selection Forms for the past few years, many parents have opted their children out of the Transitional Bilingual Education program, even when we at the school feel that the student needs the additional support of the transitional program. This was due in fact when New York State raised the bar of expectations for English Language Learners and changed the testing policy/rules from three years of not being tested in English to just one year, we have seen a reduction in the number of parents who wish their child to remain in a bilingual program. Parents tell us this is because the students are tested in English after only one year in an English Language School System. In summary, there is a trend of attrition in the enrollment under the TBE Program. For school year 2011-2012, there is a decrease in the TBE participation program model. We have 150 ELL students and only 27 chose to be in a Transitional Bilingual Education Program, which now is only one cross graded class for grade 7/8, as evidenced by the Parent Program Selection Form.

6. The program models offered at the IS 162 is aligned with parent requests. Since there is a historic change in parent choice as referenced in the trend and patterns identified earlier, IS 162 had to adjust the program offerings. The small number of parents who wish their children to remain in the transitional bilingual program has caused us to collapse our bilingual classes into only one class on ATS and to provide the students in this cross graded class with differentiated instruction for the two grades during the day. Four years ago we had more than one hundred students enrolled in our three bilingual classes, one on each grade. Now we have only 3 students in grade 6 whose parents are requesting placement in a bilingual class and do not want to transfer their child to a neighboring school which has a grade 6 bilingual class.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	12	15					27
Dual Language (50%:50%)							0	0	0					0
Freestanding ESL														
Self-Contained							9	15	30					54
Push-In							15	19	14					48
Total	0	0	0	0	0	0	24	46	59	0	0	0	0	129

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	28
SIFE	20	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	52

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	16	14	0	8	3	0	3	0	2	27
Dual Language										0
ESL	21	0	6	35	0	8	49	3	12	105

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Total	37	14	6	43	3	8	52	3	14	132
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	12	15					27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	12	15	0	0	0	0	27

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							21	31	38					90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							2	1	3					6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	3					6
TOTAL	0	0	0	0	0	0	24	34	44	0	0	0	0	102

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. We have one ATS class which is for bilingual students who speak Spanish. This class contains a total of 27 students in two grades, 7 and 8. During the instructional periods, classes are reconfigured into grade level groups for specific subjects, i.e. math, science and social studies. Two teachers are provided for the class when ever it is possible due to budget constraints.

2. During the ESL, ELA and Native Arts periods the classes are broken down by their proficiency levels as per their NYSESLAT scores and the number of years they have been served. The ELL's who have been served for more than 6 years or who have placed in the advanced section in their overall NYSESLAT scores are part of a group which works with a reading specialist/ english language arts teacher. The beginners and intermediate students work with the ESL teacher to allow them to have the required number of periods/minutes per week. All students receive Native Language Arts instruction according to the times required by the use of block programming for the teachers, ELA, ESL and Native Language Arts.

3. Mathematics is taught in Spanish by a bilingual mathematics teacher. Social studies and science are taught in English and the teachers also have the ability to provide assistance in Spanish, since they have dual certification as bilingual teachers. Materials of instruction are available in both English and Spanish in all three core subjects.

4. When a new student arrives at 162, the child's record is assessed by accessing the biographical data from the ATS system. If a student was previously enrolled in a NYC public school and is an ELL, the information including prior class placement and BESIS status is reviewed. The school then matches the placement based on parent choice. The child does not get tested using the LAB-R. However, if a student is new to the NYC public school system, an intake process occurs where the Home Language Survey is administered to the parent by a teacher. In addition, an informal oral interview is rendered by a licensed pedagogue where the home language is determined and assessed using the appropriate OTELE code. If the home language is a language other than English, then the student is tested using the LAB-R for identification purposes. The LAB-R is often administered during the first meeting or within the first 10 days of admission by one of the bilingual team teachers. Once the test is completed, it is hand scored at the school level and proficiency is determined using cut scores that were identified in the assessment memo specific for the school year. If the child passes the LAB-R, the child is programmed as a general education student. Also, if a child whose home language is Spanish (SP) fails the LAB-R, the Spanish LAB-R is administered to determine proficiency in the native language. Each year the bilingual team and the Principal reviews the progress of the students who have taken the NYSESLAT exam. The team then disaggregates data to reflect trends and patterns in achievements which also includes weaknesses or deficiencies. Using the data on hand, the team formulates individual goals addressing the strength and weaknesses of each child. Additional scaffold with instruction then occurs which is coupled by ancillary instructional materials that address the needs of each student. In addition, the school utilizes the NYSESLAT results in grouping the students based on proficiency level.

5. SIFE students are provided with additional assistance from the ESL teacher and through other content periods through the use of computer assisted instruction which is individualized. In addition many of our Spanish speaking newcomers are given additional help

A. Programming and Scheduling Information

during the Advisory period when they meet with our bilingual SETTS teacher as part of an "at risk" group. All of the teachers in the bilingual team provide a warm and nurturing environment for the student to transition to reading and writing in English. Students who have been receiving services for more than four years often are part of our large ELL/ Special Education subgroup and often receive many services mandated by their IEP. We offer bilingual Speech , Guidance and SETTS in our school. Many of the Long term ELLs are part of our special education population which is exempt for all other testing (NYSAA). They receive instruction in English since we do not have a bilingual special education class, but because they are unable to pass the NYSESLAT exam and are often repeatedly listed as beginners they appear to make little or no progress.

5. In addition to providing the required mandates to all limited English proficient learners in NLA and in ESL, IS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model from reading specialists. Ancillary instructional programs such as Wilson or READ 180 depending on the student's level of progress or needs are utilized. Math interventions include pullout groups in the general education classes using English as the language of instruction while Spanish is the language of instruction in the TBE mathematics classes which address the needs of the level 1 low performing students. In addition many of our ELLs take advantage of the SES (Supplementary Education Services) after school programs which are offered by NESI and IEP.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	independent reading during the school day and our thematic reading units in science and social studies provide parrallel instructional materials in four distinct reading levels on specific topics.		
75%	7. Our ELL's-SWD are part of our self-contained SWD classes and as such are mainstreamed for non academic subjects. We have no bilingual TBE SWD classes, so all ELL-SWD students are mainstreamed.		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. In addition to providing the required mandates to all limited English proficient learners in NLA and in ESL, IS 162 is committed in providing supplementary support for all ELLs in ELA by employing a "push-in" model from reading specialists. Ancillary instructional

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10. Programs which are new for this year as part of our plan of professional development which includes a consultant from NYU who is working on using the PAM (performance assesment in Mathematics model as part of all of our math instruction periods. We support professional development for all ELA, Social Studies and Science teachers using the National Geographic Thematic Learning Units in science and social studies as part of our reading instructional program and the American Reading Company 100 Book Challenge as our independent reading program. Professional development from ARC includes onsite, in-classroom coaching for all ELA teachers.

11. In previous years we have always had a large enough ELL population to sustain a class on each grade level with a register of at least 18-25 students. This year with the reduction in our overall school register we just barely have enough students to form one TBE class with grades 7 and 8. We offered our incoming grade six students who requested TBE, placement in another local school since the nearby school was in danger of having to close down its grade six bilingual class due to low enrollment.

12. ELLs are afforded equal opportunity to participate in any and all afterschool activities, including clubs, sports teams and remediation and enrichment programs. The Title III afterschool program targets the needs of the ELLs specifically but they are not limited to attending it. Our Title III program is a freestanding afterschool program which meets three days a week and is staffed by a certified teacher and concentrates on language acquisition skills while developing the reading and writing skills of our ELL's through playwriting and acting. In addition the SES providers which are housed at 162 have made a strong commitment to work with our ELLs including hiring bilingual instructors.

13. We have purchased instructional materials and libraries to support our ELLs, including the Core Curriculum in mathematics, social studies and science in all grades in Spanish. The "Milestones" reading program is in use in our bilingual ELA classrooms for english Language instruction. For support of our ELLs in science, we have purchased the "Gateway" program which supports the development of scientific vocabulary and language in our bilingual science classrooms. Students are trained to use translation dictionaries during the school year so they can be used during testing. Non fiction reading materials in both English and Spanish are part fo the libraries for our ELL students. To teach Native Language Arts our very experienced teacher uses the text "Lenguaje y comunicacion" for our spanish speaking

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

C. Schools with Dual Language Programs

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

N/A

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

D. Professional Development and Support for School Staff

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

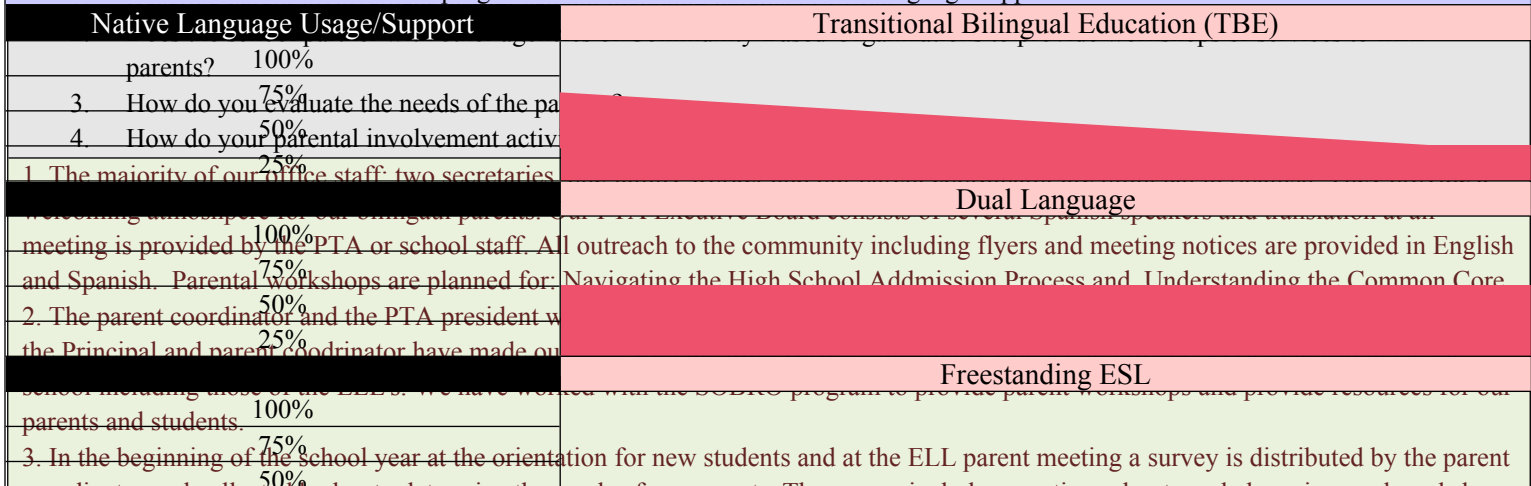
1. All of the teachers at 162 work with a population which includes ELLs - so all teachers are provided with professional development to support the teaching of ELL's. This year we will provide professional development in the ARC program: 100 Book Challenge for all independent reading. The staff developer for the ARC program visits every two weeks and spends two days Monday and Tuesday in classrooms supporting the teachers including the bilingual team. Both "Writing Aviator," "Literacy Navigator," staff development will continue for all classes. A consultant for mathematics from NYU will provide in class modeling for all classes including our bilingual math class each week. A teacher study group has been founded using the RTI model and exploring the book, "RTI success, Proven Tool and strategies for schools and classrooms". RTI strategies will then be used in all classrooms including those of the ELL's. weekly planning meetings and staff development are provided in the main content areas during the content area meetings. these meetings are facilitated by the outside consultants from the above named programs, our on site UFT Teacher Center Teacher, the Principal and Assistant Principal.

2. We have three staff members who work with our students to transition them into the middle school experience or on the high school. Two of those guidance personnel are bilingual. In addition, every day we have a entire school advisory program which allows all students including ELL's to work on transitioning activities. Our grade eight guidance counselor works with the parent coordinator to hold high school meetings for every grade 8 class prior to the submission of the high school applications in December. these meetings are held in the library during the day and parents are invited to attend. We also held an evening meeting which was facilitated by staff from the office of student enrollment to teach parents about the high school choice process.

3. The mathematics and ELA training described above satisfies the requirements of Jose P since all of the programs listed ARC 100 Book Challenge, Writing Aviator, Literacy Navigator, Impact Mathematics, Glencoe Social Studies and Science programs have a specific teaching program methodology for the teaching of ELL's. Agendas and sign in sheets are kept for all of the grade specific content area training meetings and staff development provided.

Native Language Usage and Supports

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E. Parental Involvement

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

1. The majority of our office staff; two secretaries, one family worker and our parent coordinator are bilingual in Spanish. They provide a welcoming atmosphere for our bilingual parents. Our PTA Executive Board consists of several Spanish speakers and translation at all meetings is provided by the PTA or school staff. All outreach to the community including flyers and meeting notices are provided in English and Spanish. Parental workshops are planned for: Navigating the High School Admission Process and Understanding the Common Core.

2. The parent coordinator and the PTA president work with outside agencies to provide services to all of our students including our ELL's. The Principal and parent coordinator have made outreach with the Mott Haven Community Council to provide services to parents in the school including those of the ELL's. We have worked with the SOBRO program to provide parent workshops and provide resources for our parents and students.

3. In the beginning of the school year at the orientation for new students and at the ELL parent meeting a survey is distributed by the parent coordinator and collected by her to determine the needs of our parents. The survey includes questions about needed services and workshops they would be interested in attending as well as contact information for them.

4. Parental activities are designed to include parent's needs and their expressed preferences. Student performances and special events including teas and class celebrations are well attended. Unfortunately parent involvement including attendance at PTA meetings and other adult events is a continuing problem for the school.

B. Programming and Scheduling Information--Continued

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10. Programs which are new for this year as part of our plan of professional development which includes a consultant from NYU who is working on using the PAM (performance assessment in Mathematics model as part of all of our math instruction periods. We support professional development for all ELA, Social Studies and Science teachers using the National Geographic Thematic Learning Units in science and social studies as part of our reading instructional program and the American Reading Company 100 Book Challenge as our independent reading program. Professional development from ARC includes onsite, in-classroom coaching for all ELA teachers.

11. In previous years we have always had a large enough ELL population to sustain a class on each grade level with a register of at least 18-25 students. This year with the reduction in our overall school register we just barely have enough students to form one TBE class with grades 7 and 8. We offered our incoming grade six students who requested TBE, placement in another local school since the nearby school was in danger of having to close down its grade six bilingual class due to low enrollment.

12. ELLs are afforded equal opportunity to participate in any and all afterschool activities, including clubs, sports teams and remediation and enrichment programs. The Title III afterschool program targets the needs of the ELLs specifically but they are not limited to attending it. Our Title III program is a freestanding afterschool program which meets three days a week and is staffed by a certified teacher and concentrates on language acquisition skills while developing the reading and writing skills of our ELLs through playwriting and acting. In addition the SES providers which are housed at 162 have made a strong commitment to work with our ELLs including hiring bilingual instructors.

13. We have purchased instructional materials and libraries to support our ELLs, including the Core Curriculum in mathematics, social studies and science in all grades in Spanish. The "Milestones" reading program is in use in our bilingual ELA classrooms for English Language instruction. For support of our ELLs in science, we have purchased the "Gateway" program which supports the development of scientific vocabulary and language in our bilingual science classrooms. Students are trained to use translation dictionaries during the school year so they can be used during testing. Non fiction reading materials in both English and Spanish are part of the libraries for our ELL students. To teach Native Language Arts our very experienced teacher uses the text "Lenguaje y comunicacion" for our Spanish speaking students. We have purchased French dictionaries and student workbooks for our newly arrived French students who are in all three grades, 6

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. All of the teachers at 162 work with a population which includes ELLs - so all teachers are provided with professional development to support the teaching of ELL's. This year we will provide professional development in the ARC program: 100 Book Challenge for all independent reading. The staff developer for the ARC program visits every two weeks and spends two days Monday and Tuesday in classrooms supporting the teachers including the bilingual team. Both "Writing Aviator," "Literacy Navigator," staff development will continue for all classes. A consultant for mathematics from NYU will provide in class modeling for all classes including our biligual math class each week. A teacher study group has been founded using the RTI model and exploring the book, "RTI success, Proven Tool and stategies for schools and classrooms". RTI statgies will then be used in all classrooms including those of the ELL's. weekly planning meetings and staff development are provided in the main content areas during the content area meetings. these meetings are facilitated by the outside consultants from the above named programs, our on site UFT Teacher Center Teacher, the Principal and Assistant Principal.
2. We have three staff members who work with our students to transition them into the middle school experience or on the high school. Two of those guidance personnel are bilingual. In addition, every day we have a entire school advisory program which allows all students including ELL's to work on transitioning activities. Our grade eight guidance counselor works with the parent coordinator to hold high school meetings for every grade 8 class prior to the submission of the high school applications in December. these meertings are held in the library during the day and parents are invited to attend. We also held an evening meeting which was facilitated by staff from the office of student enrollment to teach parents about the high school choice process.
3. The mathematics and ELA training described above satisfies the requirements of Jose P since all of the programs listed ARC 100 Book Challenge, Writing Aviator, Literacy Navigator, Impact Mathematics, Glencoe Social Studees and Science programs have a specific teaching program methodology for the teaching of ELL's. Agendas and sign in sheets are kept for all of the grade specific content area training meetings and staff development provided.

E. Parental Involvement

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

E. Parental Involvement

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

1. The majority of our office staff; two secretaries, one family worker and our parent coordinator are bilingual in Spanish. They provide a welcoming atmosphere for our bilingual parents. Our PTA Executive Board consists of several Spanish speakers and translation at all meetings is provided by the PTA or school staff. All outreach to the community including flyers and meeting notices are provided in English and Spanish. Parental workshops are planned for: Navigating the High School Admission Process and Understanding the Common Core.

2. The parent coordinator and the PTA president work with outside agencies to provide services to all of our students including our ELL's. The Principal and parent coordinator have made outreach with the Mott Haven Community Council to provide services to parents in the school including those of the ELL's. We have worked with the SOBRO program to provide parent workshops and provide resources for our parents and students.

3. In the beginning of the school year at the orientation for new students and at the ELL parent meeting a survey is distributed by the parent coordinator and collected by her to determine the needs of our parents. The survey includes questions about needed services and workshops they would be interested in attending as well as contact information for them.

4. Parental activities are designed to include parent's needs and their expressed preferences. Student performances and special events including teas and class celebrations are well attended. Unfortunately parent involvement including attendance at PTA meetings and other adult events is a continuing problem for the school.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							6	7	7					20
Intermediate(I)							7	9	22					38
Advanced (A)							15	18	11					44
Total	0	0	0	0	0	0	28	34	40	0	0	0	0	102

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	2				
	I							3	4	5				
	A							12	19	24				
	P							8	4	16				
READING/ WRITING	B							2	5	12				
	I							6	7	23				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A							14	13	9				
	P							1	3	4				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	12	0	0	21
7	10	16	1	0	27
8	12	20	20		52
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		10		6				22
7	6		18		4				28
8	11	6	13	13	10	2	1	1	57
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	2	4	11	4				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. As a middle school, our school begins in grade six and as such we use; running records, the Slossen and Orbit Wrap to assess incoming students including out ELL's. Last year as part of the “Literacy Navigator” program we added the assesment tools from the America’s Choice website to properly place all of our students. This year as part of our independent reading program ARC, all students are being leveled using their IRLA (Independent Reading Level Assessment framework), this will become their independent reading program level. Teachers of content area subjects can then use this data when planning for instruction and to scaffold the readings in the content areas. The ELL's and students in the bilingual class are also assessed using the same tools, but in their native language. Since most of the students in the bilinguala class are beginners or intermediates the class only recives English Language instruction for periods when they are seperated by

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: X162 **School Name:** Lola Rodriguez de Tio Academy of Fu

Cluster: 04 **Network:** CFN406

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

Part A: Needs Assessment Findings

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

The population of I.S. 162 is primarily Spanish speaking. Over 72% of our students are identified on the ethnic survey as Hispanic. Many of the parents primary language is Spanish, as identified by the Home Language survey. Parents who come into the office often need to be provided with on site translation services. Our office staff including two secretaries and parent coordinator are all native Spanish speakers.

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

All written documents which are sent home to parents need to be provided in both English and Spanish. Our office staff and several of our teachers all work to provide written translation of needed documents. Our parent coordinator works to present our news and ideas to the Spanish speaking community.

Part B: Strategies and Activities

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

All written documents used in the office and sent home need to be translated into Spanish, to allow parents to fully understand them. Teachers and guidance personnel who have volunteered will be provided per session pay to translate these documents. Parents who visit the office will be provided immediate assistance from Spanish speaking personnel who are employed in the school. During after school hours, when the SES providers are in the building, a bilingual school aide will be paid extra hours to provide translation.

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

The Parent Coordinator provides translation services during the parent meetings. Our Parent Coordinator and family worker along with guidance personnel will provide translation services in the school during the school day.

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

A notice is posted in the lobby of the building, and the general office providing parents with information regarding the DOE translation policy.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Lola Rodriguez de Tio Academy	DBN: 07X162
Cluster Leader: Christopher Groll	Network Leader: Sandra Litrico
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: An afterschool program will be held which will focus on language development for identified ELL's. The program will be held Tuesday, Wednesday and Thursday from 3:00-5:00PM. Three teachers will be recruited to staff the program one for each grade and or NYSESLAT proficiency level (beginner to advanced). during the program students will be engaged in read alouds of plays and stories to develop their reading and speaking skills. By the end of the 16 weeks students will have written and acted out their own stories and plays. The program will be held in English with a bilingual or ESL teacher hired to support the beginning ELL's. Materials used will include "Reader's Theatre " materials for each group.

Part C: Professional Development

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

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

Begin description here: Specific training for the teachers of ELL'S will be provided by our American Reading Consultant for the ELA teacher of the ELL's, the reading specialist who works as a push in with specific ELL populations (long term ELL's) and the ESL teacher in the use of the 100 Book Challenge as an independent reading program for our ELL population. This training will be provided in the classroom in the form of in class modeling and teacher support.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent workshops are planned to inform the parents of ELL's about the new Common Core learning standards in ELA, Math Science and social studies and the changes in the NYS testing program. these important change will impact ELL's since they will require increased proficiency in ELA for all students including a greater emphasis on the development of correct writing mechanics.

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

Allocation Amount: \$19552

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	\$12,678	Per session for 3 teachers for 2 hours per day for three days per week for 16 weeks
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	\$1955	On site mentoring for teachers by American Reading Company to support our 100 Book Challenge independent reading program
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2,963	Supplies for the afterschool program
Educational Software (Object Code 199)		
Travel		
Other	\$1956	Supplies for parental involvement activities
TOTAL	\$19552	